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Brick & Click



An academic library conference

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**Northwest Missouri State University
Maryville, MO**

TABLE OF CONTENTS

FROM THE WILD WEST TO TEAMWORK: FACULTY DRIVEN ACQUISITIONS.....	1
RANDYN HEISSERER-MILLER <i>Southeast Missouri State University</i>	
STEPHANIE HALLAM <i>Southeast Missouri State University</i>	
BRAD REEL <i>Southeast Missouri State University</i>	
STUDENT ENGAGEMENT: EXPLORING PRIMARY SOURCES IN THE LIBRARY OF CONGRESS IN AN ONLINE COURSE	3
PEGGY RIDLEN <i>Fontbonne University</i>	
OBJECT ORIENTED VS FUNCTIONAL PROGRAMMING – LIBRARY INSTRUCTION IN A BITE-SIZED FUNCTIONAL MODEL.....	4
BILLY MOORE <i>Concordia University, Nebraska</i>	
WHEN PEOPLE COUNT: LEVERAGING INTERNAL RESOURCES TO DEVELOP A PROGRAM FOR TRACKING BUILDING USAGE	11
TERRA FEICK <i>Northwest Missouri State University</i>	
INTERACTIVE INTRODUCTIONS FOR INTERNATIONAL STUDENTS: REWORKING HOW WE TEACH INFORMATION LITERACY SKILLS	12
KELLY HOVINGA <i>Fort Hays State University</i>	
FOSTERING SUCCESS FOR NEW FACULTY LIBRARIANS.....	23
KAREN BLEIER <i>Park University</i>	
WE DID IT, YOU CAN DO IT, TOO: IN-HOUSE DIGITAL PRESERVATION.....	31
SAMANTHA HENNING <i>Wichita State University Libraries</i>	
STACKING IT UP: A TEXTBOOKS ON RESERVE PROGRAM	38
KATHARINE BALDWIN <i>Marymount University</i>	
JENISE OVERMIER <i>Marymount University</i>	
TEACHING INTO THE GRAY AREAS: DESIGNING LEARNING ACTIVITIES THAT ENCOURAGE HIGHER ORDER THINKING AND RESEARCH SKILLS	49
VIRGINIA L. CAIRNS <i>University of Tennessee-Chattanooga</i>	
BUILDING A TEACHING STRATEGY TOOLKIT TO ENGAGE LEARNERS	50
COURTNEY MLINAR <i>Austin Community College</i>	

CRACKING THE CODE: BUILDING AN ASSESSMENT PLAN WITH STUDENT DISCUSSION BOARDS	63
ANTHONY RODGERS <i>University of Missouri-Kansas City</i>	
COURTNEY STRIMEL <i>University of Missouri-Kansas City</i>	
MAKING THE MOST OF LIBAPPS	74
KAYLA REED <i>Missouri Southern State University</i>	
NEITHER RAIN, NOR SLEET, NOR GLOOM OF NIGHT: MAINTAINING LIBRARY SERVICES DURING A MEDICAL STATE OF EMERGENCY	75
ROB WITHERS <i>Miami University</i>	
PSYCHOLOGICAL SAFETY AND BUILDING EFFECTIVE TEAMS	83
KARA WHATLEY <i>California Institute of Technology</i>	
DEBORAH CAESAR <i>New York University</i>	
AMANDA WATSON <i>New York University</i>	
MOLLY NYSTROM <i>New York University</i>	
SUMMER IN THE STACKS: A WEEDING EXPERIENCE BETWEEN FACULTY AND LIBRARY	95
KAYLA REED <i>Missouri Southern State University</i>	
HONG LI <i>University of Tennesse at Martin</i>	
PUPPIES AND KITTIES OH MY!: PARTNERING WITH A LOCAL PETPALS ORGANIZATION	102
LEILA JUNE ROD-WELCH <i>Saddleback College</i>	
JORDAN A. NEWBURG <i>Washington State University</i>	
UNLOCKING ONLINE ESCAPE ROOMS FOR LIBRARY INSTRUCTION	119
SEAN CORDES <i>Western Illinois University</i>	
SPECTRAL TALES: LESSONS LEARNED FROM BEING GHOSTED BY FACULTY.....	120
TAMMI M. OWENS <i>University of Nebraska at Omaha Libraries</i>	
MEGHAN SALSBURY <i>Montana State University Library</i>	
HEIDI BLACKBURN <i>University of Nebraska at Omaha Libraries</i>	

THE LIBRARIAN'S GUIDE TO ZINES FOR CLASSROOM AND COMMUNITY	128
CLAIRE DU LANEY	
<i>University of Nebraska – Omaha</i>	
MONICA MAHER	
<i>University of Nebraska – Omaha</i>	
AMY C. SCHINDLER	
<i>University of Nebraska – Omaha</i>	
PROFESSIONALIZING STUDENT EMPLOYMENT: THE LIBRARY ASSOCIATES PROGRAM AT HENDRIX COLLEGE	139
JANICE WEDDLE	
<i>Hendrix College</i>	
MAKING IT EASY TO READ HARDER: IMPLEMENTING A READING CHALLENGE AT COMMUNITY COLLEGE	146
AMY FORTNER	
<i>Metropolitan Community College-Penn Valley</i>	
ANTHONY RODGERS	
<i>Metropolitan Community College-Penn Valley</i>	
GWEN WOLFE	
<i>Metropolitan Community College-Penn Valley</i>	
BEYOND THE HUMANITIES: ARCHIVES INSTRUCTION FOR SCIENCE AND MEDICINE.....	147
LAURINDA WEISSE	
<i>University of Nebraska at Kearney</i>	
LIBRARY COLLABORATION WITH THE SMITHSONIAN: WORLD WAR I LESSONS AND LEGACIES EXHIBIT	157
LEILA JUNE ROD-WELCH	
<i>Saddleback College</i>	
JULIE ANN BEDDOW	
<i>University of Northern Iowa</i>	
THE GENESIS OF A CONDUCT POLICY IN A MEDIUM-SIZED ACADEMIC LIBRARY	158
JOHN BAKEN	
<i>Southeast Missouri State University</i>	
UNIVERSAL DESIGN AND ACCESSIBILITY: A CHECKLIST FOR LIBGUIDES AND ONLINE TUTORIALS	159
COURTNEY MLINAR	
<i>Austin Community College</i>	
ANTI-VAXXERS, SASQUATCH DNA AND OTHER “SCIENTIFIC” FINDINGS: ACTIVELY ENGAGING DISTANCE STUDENTS IN MEDIA LITERACY	160
JOANNA NEMETH	
<i>Athabasca University</i>	
ALL GOOD THINGS MUST COME TO AN END: WHEN LIBRARY STAFF PASS AWAY	170
ROB WITHERS	
<i>Miami University</i>	

IF "THEY" BUILD IT, "THEY" WILL COME..........**177**

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SAVE THE EARTH - EARTH DAY GAME DRIVE: SMALL STEPS, BIG IMPACT..........**178**

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From the Wild West to Teamwork: Faculty Driven Acquisitions

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Abstract

Academic library collections began through donations (Shiflett, 1994). Later, faculty selected library materials to support curricula and received annual allocations to purchase books (Fonfa, 1998). As academic libraries grew in the late 19th and early 20th centuries, librarians were needed to organize and facilitate library use but had little influence on collection development (Weiner, 2005). During the early twentieth century, librarians increasingly reviewed faculty selections and provided suggestions (Fonfa, 1998).

During the 1960s in the United States, the number of students increased, faculty instruction loads grew, and librarians gained professional recognition (Fonfa 1998). At the same time, the “National Program for Acquisitions and Cataloging,” created by the Higher Education Act of 1965, provided federal funds for library acquisitions. To meet the increasing collection development needs, librarians became selection authorities. However this was not the case with the academic library established in 1906 at Southeast Missouri State University where the main collection remains faculty-driven.

Two years ago, the presenters began their tenure braving the “wild west” of a faculty-driven collection using a twenty-eight year old collection development policy to complete an overdue comprehensive review of a long-neglected collection for the purpose of reclassifying into the Library of Congress. This involved reviewing past collection development update drafts, developing a uniform format, and receiving input from librarians and administrators. Concurrently, past weeding attempts were reviewed and a strategy was developed to engage faculty in the deselection process effectively. Through these two projects, the strengths and challenges of a faculty-selected collection were identified and balanced by gaining historical context, collaborating, communicating, and being flexible.

Insights to be shared:

- Considerations for collection development policies that engage faculty in the collection process.
- Strategies to engage faculty and utilize their subject expertise in collection development.

- Suggestions to improve communication between library liaisons and faculty (e.g. semiannual liaison lunch).
- Ways to collaboratively review collections.
- Approaches to balance faculty and librarian expertise.

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Student Engagement: Exploring Primary Sources in the Library of Congress in an Online Course

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Abstract

Peggy Ridlen, Instruction Librarian and Professor at Fontbonne University in Saint Louis, Missouri, will share a specific assignment that has enlivened information literacy for students in an online general education course. This assignment involves an activity requiring students to explore the website of the Library of Congress to discover an intriguing topic of their choice and share it with classmates in a discussion board forum. Students articulated an unexpected enthusiasm when they discovered historical documents and artifacts from the Library of Congress website as vibrant resources relevant to specific disciplines and personal interests. The virtual exploration of the Library of Congress and its resources has enhanced the content of the course and increased student engagement in information literacy. Many students express a desire to visit the Library of Congress in person after completing this assignment! What more could a librarian want?

Object Oriented vs Functional Programming - Library Instruction in a Bite-Sized Functional Model

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Abstract

In programming there are two concepts that most programmers fit into: Object Oriented and Functional. Object oriented is exactly that, dedicated to an object: a paper for example, or "how to use a periodical" or even a "lecture on library instruction". Functional focuses on tiny logic driven chunks that can be reused over and over in larger applications. In library instruction, we often focus on the object(s) involved, or students do. However, through trial and error, and repeated attempts in the classroom, real progress comes when the research paper object is broken down, and turned into tiny functions, which are quicker, easier, and more manageable for students, especially those who may be put off by the concept of a "research paper" in the first place.

Object Oriented vs Functional Programming: Library Instruction in a Bite-Sized Functional Model

The argument for the modern classroom has been roughly the same for the past 30 years. Computers are not only changing the way we engage with information, but the way the instructor hands it out, and the way the students manage and return it. More recently the argument has begun to include the way the technology changes the students themselves, as well as the instructors. Over the past two years, the author began the journey to learn a programming language. Through teaching himself the computer a language based around logic, variables, and output, the author began to examine the things the author did as a librarian, often through those same lenses. It was in this his teaching partner and the author began to deconstruct what was done in the classroom along those three lines, logic, variables, and outcomes, and reconstruct the instructional methods.

The general understanding of progress is moving forward, and as the author progressed in the understanding of what outcomes were desired, the author identified variables along the process and the logic required to get from point A to point B, for the students. This forward progress of course proved to be less innovative than was had hoped, as the author discovered a 25-year-old theory that encapsulated what was being attempted. This paper will look at the concepts presented in Variation Theory and tie those concepts to computer programming concepts concerning Object Oriented Programming principles and Functional Programming principles, and what all of that means for Librarians and how they teach in the classroom, break-out sessions, or one-on-one settings.

Literature Review

“Learning, viewed through the lens of variation theory is seen in terms of simultaneous discernment of all the essential characteristics of a specific object of learning” (Ekdahl, Venkat, & Runesson, 2016, p. 294). The core concept of variation theory is having students understand both the whole of what they are attempting, as well as the minor parts by which that whole is comprised. The librarian should use variation theory in attempting to change the way a student engages with various objects of learning (Lam, 2014). When being able to grasp the whole, the student will gain the ability to manipulate those items or systems, independently of the whole, to their benefit.

Martin and Booth (as cited in Lam, 2014), explain the two aspects of experience as both discerning the whole from context as well as the relationship of the parts within that whole. We need to focus on learning objectives and outcomes on a grand scale, say by the end of the semester. However, we need to recognize the power of each learning object, what all can be taught through the three-page paper in Week 4, for example. Björklund and Ahlskog-Börkman (2018) explain that a skilled teacher will focus on the intended and unintended objects of learning, so that a student may learn about the processes of the unintended object as well as the intended. Simply put, if the object of learning is the subject of a research paper, the student should learn about the subject of the paper through the process of writing the paper. Learning about how to write a research paper may also be reinforced and developed. The instructor therefore must use examples and design assignments focusing on the gestalt and the underlying

systems (Bennett et al., 2018; Rucker & Pinkwart, 2018), in order to develop the students' overall ability and transferrable skillset.

Quite often instructors rely too heavily on the technological abilities of either their students, or the technology itself, in order to cover many shortcomings of the lesson design. Greenlaw (2015) claims the “grand story of the twenty-first century skills movement places too much emphasis upon the accumulation and manipulation of information, while it does not sufficiently value the attainment of wisdom” (p. 895). Through focusing either too much on the gestalt, or merely assuming the students have a better grasp of the inner-workings of a learning object, we find that students only gather bits of information, but it is “disconnected from theory, meaning, and purpose” (Greenlaw, 2015, p. 897). Instructors can use effective design principles to give learning objects the meaning, scope, and purpose that students need in order to grasp the gestalt and build true wisdom.

Object Oriented Programming

In computer programming, one of the first conceptual frameworks is Object Oriented programming (OOP). To understand the concept at a very base level, coded objects contain data in “fields” which are attributes or properties, and procedures, which are methods or functions. For example, a bird would have attributes like “wings” “feet” and “beak” and properties which would indicate two “feet” and two “wings” etc. The “bird” object’s functions may be “peck, sing, or fly.”

The reason OOP is often the first (and sometimes only) programming used, is because it is tangible by nature. Conceptually, one can say or read the word “bird” and be able to list off attributes of birds or functions they may do, without putting any real thought into it, and with few exceptions would be describing most birds. Rucker and Pinkwart (2018) state “one possible way to relate technical artifacts is by recognizing common features among them” (p. 703). To continue with the bird example, one could likewise understand that a “Canary” is a bird because it has common features with birds, but has distinct features or functions that also make it unique within the broader class or object. The main point is that instructors often design coursework in an OOP manner, for better or worse and students engage with coursework in the same way. A research paper is a research paper. A specific research paper may have distinct characteristics from others, but as a learning object, is easily identifiable.

Functional Programming

Functional programming is another paradigm that is more conceptual, and more abstract than its more tangible counterpart. Functional programming is very math focused, and performs a function, hence the name. While it is true that OOP objects can contain functions themselves, functional programming is more concerned with turning everything into an independent function, unrelated to any other function that it may be paired with. A simple math problem, such as $2 + 2 = 4$ is a solid example of the core concept of functional programming. In this example, the function is to add two variables, in this case a set of twos, and output the sum, in this case, a four. The function is always the same, regardless of the variable. The function will always add the first variable to the second variable, and output the sum. Björklund & Ahslkog-Börkman (2018) use

the example of learners developing an understanding of patterns, constituting repetitive items, as in clothing or textiles. Another example would be a citation, where the pattern of information is always the same, regardless of author's name, year, or document title, the same pattern is followed, and repeated.

Conceptual Framework to the Classroom

With two conceptual approaches outlined, the next need is to look at the relationship of the student and teacher to one another and their relationship to the material being taught. As stated, it is understood that most approach these relationships with an OOP mindset, which is to say the instructor hands over a research project, the student understands what that is, and proceeds accordingly toward the perceived learning outcome set by the instructor. The functions of the research project are inherent in the object itself. The concepts are fundamentally identical to the other assignments of the same type, and could be assumed the learning outcomes as well. The reason for or primary learning object of the research project is presumably the topic of the research project. Any secondary learning object designed to understand the research project is coincidental.

As a librarian, the focus is to set a baseline for each student when they come asking for help. Librarians are typically handed an object such as the one described, and the task is often to simply identify which properties the student is defining, and provide materials to help establish them. Ekdahl et al. (2016) emphasizes the part-whole connection and discerning wholeness by how the parts relate to each other. It is right here the librarian has a chance to step in with the student, analyze the parts on a micro-level (Ekdahl et al., 2016) and reconnect with that wisdom that Greenlaw (2015) suggested we develop.

The Process towards Pure Functions

Roberson (2014) defines the essentialist philosophy as one that "emphasizes the mastery of essential skills, facts, and concepts that form the basis of the subject matter" (p. 344). Mastery of core fundamental skills for developing an understanding of basic facts and concepts is the core focus of switching to a functional programming approach to library instruction. In most real-world scenarios, the academic librarian cannot focus on the gestalt of a project, because the reality of a student coming to them at the very beginning of a project and engaging with them through every process is often not going to happen for practical reasons. This means that the librarian must engage with the independent items and functions that create the whole. This is not only beneficial for the student to librarian relationship, but can be incredibly beneficial for the librarians as they design instructional methods and materials and engage with each student individually.

In a practical sense, continuing with the research project example, a student walks into the library asking for articles needed to write their paper. As a librarian, you could just find the number of articles requested and hand them over, so the student can move to the next item on the rubric. However, any good librarian would use this as a "learning opportunity" and make sure the student gets a refresher on how the library databases work and maybe a quick tutorial on how to quickly judge which articles may be most useful. This is an example of how you develop a

functional programming system.

The key mindset shift is to recognize which aspects of the instructional processes may be simplified and broken into smaller self-contained pieces that can function independently of any other process. A research project is an impossible task if the teacher asks for five scholarly peer-reviewed journal articles when the student has no concept of research past an initial Google search. If the librarian does only provide the required number articles, the assignment is still daunting as the student has no idea how to read or process these articles. By having simple, pure functions (again, functions who work completely independently, taking in information and outputting something) the librarian can break the larger project into smaller, manageable aspects that the student can then transfer, project to project, course to course.

If the student has no understanding of how the database works, the librarian could spend the next hour in a one-on-one instructional session with the student, teaching the fundamentals of the most useful database for that project. However, both parties may not have time or patience for this and the amount of information the student retains is probably negligible due to them getting more than they wanted in the first place. The librarian here would be better served stripping away every aspect that is not required for the most basic search functionality of a database. The student is more likely to retain all the information and reuse it if the librarian can give quick, general but concise instruction on the why (gestalt) and the how (micro-process). The goal is for the student to replicate the fundamentals. The deeper understanding will come with practice. The simpler the function, the easier it is to replicate, repeat, and understand.

Practical Usage and Examples

A student comes in to the librarian's office with a five-page research paper they are working on. The instructor wants at least five peer-reviewed articles. The topic has been developed through student and professor collaboration in class and was chosen by the student. They walk the librarian through the project and explains they do not know how to find articles like what the professor is asking for. A librarian begins to view everything through a functional programming lens, so the questions used for the reference interview are filtered through that lens. Based on some questions the librarian asks, they can tell this student does not know what peer-reviewed articles are, let alone where to find them. Does not know how to read them, if they do find them. And doesn't know what to do with them when they have read them because the student does not actually know how to write a research paper. Now, none of this is to say they have not done all of these things, or gotten by to this point on lax grading and "fluffing" the paper. But these are fundamental skills at the secondary level and this student is fundamentally lacking in every category.

The librarian does not have time to catch them up on every deficiency. However, the librarian would like to get this student up to speed and impart some skills that will greatly benefit them for the rest of their academic career. The librarian asks "do you want me to give you the things you need, or do you want me to teach you how to write this thing?" Overwhelmingly, they ask for the second option.

The point of the functional programming mindset here, is to give the student practical things they

can handle and see immediate results. The smaller the function, the easier the replication, and the more chance they have to use multiple times in the next few days which will lock it into their skillset/knowledgebase. Walking the student through the library website to show them how to access a database, tell them which database to use and why, and then doing a very fundamental search. These three steps are easily repeated, and often is one step further than they got on their own, before they came in. And with that, the librarian showed them one new thing and fixed a problem for them without really doing anything other than the bare essentials.

The next step is the fundamentals of judging an article. There's often too much information on a database article page, because librarians are verbose by nature, wanting to be helpful. The librarian can explain to the student there which aspects they should focus on in order to best determine the information required. Now, the librarian has taken a complex process, and made it easier. The student can replicate it, and now view the librarian as someone who can cut through the amount of information and organize and make sense of it. The librarian ends the session and tells them to take a few articles which were looked at in the session and come back when they have a couple of their own.

Throughout the process the librarian has taken a larger concept, a research paper, of which the student generally understands the idea of, and broken it down into tiny, manageable pieces. The student is generally terrified of a research paper, even if it's five pages. They are not terrified of the individual steps, however, and can easily repeat the processes without the librarian holding their hand. They can repeat these steps for multiple classes, concurrent or future, and can immediately see the utility, because the librarians explained the "why" at every opportunity. They are fundamentally grasping concepts on a micro-level. This allows them to connect with the functional aspects of the lesson. Then they can automate the functions with new variables, without having to think about the function after some practice. Now, because they grasp the micro-system object of learning completely, they can double their focus on the instructor's object of learning, the primary object, which was the point of the assignment in the first place.

Conclusion

Providing students with a full gestalt of a project is vital to developing their ability understand and transfer the full skillset that is being attempted in the classroom. This does not only include the overarching learning objectives of the project, but a deep understanding of the mechanics and processes that build towards the gestalt. As librarians we rarely have access to every process or system within a classroom, and therefore must realign our instruction to focus on the micro-systems which have only one function. It is my belief, that as the classroom becomes more technologically focused and the inner-systems of instruction are offloaded to student focused apps and technological automation, we will continue to see students struggle with the gestalt of their coursework.

The librarian can refocus and scaffold these micro-systems with easily replicated programs, and rebuild the confidence, ability, and transferrable skillsets for our students. The concept of technology in education is not new, nor is the concept of breaking apart the gestalt into its individual pieces. Librarians can hand students small, manageable, and easily understood functions which will allow students to use those functions in every academic endeavor, which

proves the librarian a vital resource in such endeavors.

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When People Count: Leveraging Internal Resources to Develop a Program for Tracking Building Usage

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Abstract

How can Access Services staff paint a better picture of library space usage that demonstrates the consistent use of spaces? It's a battle of the subjective understanding of library users versus the ever growing demand for data to support space decision making. Or the big challenge facing many libraries: BUDGET. Early in the presenter's career in Access Services, at Northwest Missouri State University, she became ever aware of the challenge inherent in using door count to demonstrate building usage.

In 2013, B.D. Owens Library added a Starbucks, but door count numbers had steadily been rising prior to this addition. The library wanted the ability to show that students weren't just coming for coffee and leaving, but that they were coming and staying. The library also wanted a more granular view of student space usage, but didn't have the money to support the purchase of a people count program; initial attempts to use spreadsheets quickly became tedious and cumbersome. The goal was to create something easy for student employees to use so the task could be completed accurately AND efficiently. Access Services staff quickly realized an interactive library map would prove more beneficial to the process, and user, since they wanted to track usage in open library spaces. A serendipitous email provided the idea of using university computer science programming interns to develop a people count program. Using this head count program Access Services staff are able to share data about: the highest trafficked areas in the building; busiest days of the week; average number of users in the building at key times in the day, week, and/or semester.

Interactive Introductions for International Students: Reworking How We Teach Information Literacy Skills

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Abstract

International students are one of the fastest-growing demographics in higher education. Numerous researchers have produced studies on international students' specific educational needs and their relationships with libraries and librarians. However, many of these studies fail to address the practical application of their discoveries in a comprehensive, wholistic framework. This paper aims to outline the process a small, four-year university took to remodel their instruction based on research and active learning pedagogy to create an inclusive model for providing information literacy training to international students. The model accounts for differences in English language proficiency, disparities in discipline, and various expertise levels. Additionally, it includes a discussion of some of the challenges the library faced in the creation of services.

Interactive Introductions for International Students: Reworking How We Teach Information Literacy Skills

The number of international students enrolled in the United States of America reached an all-time high of 1,095,299 during the Fall of 2019. Consequently, international students now compose 5.5 percent of the total U.S. higher education population (Institute of International Education, 2019). The influx of international students forms a substantial revenue stream for most American universities; however, these students' academic needs are often more significant than that of traditional students. Universities, and university libraries, have risen to the needs of this population through a plethora of services and resources with mixed success.

In some ways, international students act as a magnifying glass for library services. If a library instruction team focuses on deficit instruction, there are a plethora of cultural and linguistic differences on which librarians can fixate. If an instruction session is entirely lecture focused and poorly planned, international students will become as bored as domestic students, and struggle to achieve learning goals due to language barriers. Conversely, a well-designed library handout is twice as valuable to an international student because it allows them to translate the information in their own time. A friendly and helpful librarian not only enables an international student to find resources for their assignment but can also provide a modicum of relief for a stranger in a strange land. International students may require additional support, but the pedagogical theories behind instruction are very similar to best practices for domestic students. Thus, the focus for creating successful international student instruction should be following existing best practices. This paper discusses how Fort Hays State University (FHSU)—a small, regional four-year university—leveraged their existing resources and skills to provide comprehensive and wholistic support to their international students.

Literature Review

Research conducted on the needs and perceptions of international students often reflects pedogeological trends in higher education. The librarians responsible for reworking FHSU's international students' needs focused on two themes of inquiry: international students' experiences with libraries and their needs when in the United States.

Libraries and Education from Home

The variety of countries international students hail from often poses a challenge when creating information literacy instruction sessions. Although most international students in the United States are from China and other Asian countries (Adhikari, 2018), librarians are likely to encounter students from Europe, South America, and Africa in their classes. Approaches to teaching international students that focus on "correcting" a cultural byproduct or difference are not practical (Adhikari, 2018) because the "cultural byproduct" may differ significantly from student to student. Moreover, as Adhikari points out in their qualitative assessment, faculty and library staff tend to treat citation instruction as correcting a moral deficiency (2018). Strength-based teaching, as opposed to deficit-based teaching, is likely to avoid alienating international students. In their study about international student research skills, Young et al. (2013) found that international students often go about the research process in a very similar way to domestic

students. Thus, the goal of international student information literacy training needs to focus on scaffolding instead of a corrective mindset. For these reasons, the rest of this section will not focus on how international education systems are different but on the aspects of American education that make it unique.

The American post-secondary education system is predominantly unique because of the value placed on written assignments and formative assessments (Ishimura & Bartlett, 2013). Most countries have a final exam based academic system. Consequently, international students may be unfamiliar with the sheer amount of research and writing associated with an American degree (Hughes, 2010). The focus on writing assignments feeds into the American need for academic integrity in the form of citation, hence the wide variety of citation styles utilized in the U.S. The severe consequences for plagiarism also fall into this Western perception of academic honesty (Adhikari, 2018). Written assignments ask students to develop their own conclusions and arguments despite being a novice in the topic under discussion. Although allowing students to select what they write about, and consequently learn, is a crucial tenant in student motivation (Grassian & Kaplowitz, 2009), it is also a relatively Western concept. As the student Lia stated in Hughes's qualitative study, "I think that sometimes, with some of the lecturers, they take things for granted, in their assumption every student should know that" (2010, p. 376). International students are learning a new system of education in addition to new material. It is up to professors and librarians to explain how all these different U.S. cultural practices fit together.

The structure of U.S. post-secondary writing assignments has also led to some significant changes in the academic library. To prepare undergraduate domestic students for academia, libraries have adapted to become containers of expertise, academic space, and technological access points. Consequently, the role of a librarian has adapted to match that changing need. Academic librarians in the U.S. may differ from university librarians in other countries to the degree with which they interface with students. Many other countries do not engage in face-to-face information literacy instruction (Dimartino & Zoe, 2000; McSwiney & Parnell, 2003; Hughes, 2010; Baron & Strout-Dapaz, 2001). Additionally, where librarians in other countries may serve in a semi-clerical position, librarians in the U.S. generally possess a graduate degree (Hughes, 2010).

It is worth noting that depending on the country of origin, the international student's home library may be more advanced than their host institution. American universities can be small and their libraries may have less extensive resources and collections. It is also possible that the student may come from a library tradition where the building is a textbook repository or where students are not allowed in the stacks. Therefore, library staff should seek to establish *their* U.S. academic library's role from the onset without making assumptions about what the students may or may not know.

How International Students Experience United States Secondary Education

Understanding how international students adjust to studying abroad is critical when designing an information literacy session for them. According to the humanist model of pedagogy, how a learner feels about themselves and their experiences is integral to the learning process (Grassian & Kaplowitz, 2009). In the case of international students, librarians should consider several

factors when planning instruction, including stress, isolation, and culture shock (Baron & Strout-Dapaz, 2001).

In regards to education, international students may deal with more stress than domestic students. Their professors often take for granted specific skill sets or modes of thinking that may be alien to the international student (Hughes, 2010; Adhikari, 2018; Houlihan et al., 2017; Kuo & Roysircar, 2006). For example, most faculty assume a certain level of critical thinking in their students and thus do not dedicate sufficient time to teaching students critical reading (Dorsett, 2017). For students, it may feel like there is a set of rules everyone else seems to understand but no one has bothered to tell them. Moreover, when international students turn in their written assignments, it is common for faculty to focus on harshly correcting language and grammar instead of facilitating underlying critical thinking (Adhikari, 2018; Dorsett, 2017). By penalizing language skills, faculty often are adding to the frustration of international students.

Other aspects of the American education system compound the stress of learning in a foreign language. For example, the U.S. education system demands a significant amount of classroom participation (Dorsett, 2017). It is not unusual for international students to struggle to contribute to class discussion due to the time it takes to translate mentally. Domestic students often blurt out partially formed answers before international students have time to share their thoughts (Fischer, 2015). Such experiences can turn the class discussion into a competition, for which international students may feel they are at a disadvantage. All of these experiences make adapting to the American education system stressful.

In addition to the stress of adapting to a new educational system, international students also must contend with a reduced support structure and greater independence. Much like their domestic counterparts, international students are learning to cope, survive, and make decisions on their own (Dorsett, 2017; Adhikari, 2018; Hughes, 2010). Developing independence can already be an emotionally fraught experience; however, international students have additional layers added to that experience in the form of visas, work permits, and possible racial biases (Adhikari, 2018). Moreover, due to language and cultural barriers, international students may struggle to find friends in their host country. Where many domestic students can call home for support, time differences and parental expectations regarding success may form additional barriers for international students (Dorsett, 2017; Adhikari, 2018). Consequently, when an international student enters into the information literacy instruction session, they are often overwhelmed, isolated, and stressed. The best way to serve these students is to project a friendly demeanor and provide concrete skills in various formats.

Linguistic Barriers

Researchers have often demonstrated how English language proficiency influences international students' experiences from researching, evaluating, writing, to the classroom experience. As discussed in previous sections, international students often struggle with research as a concept because the reading level of scholarship is often beyond their current proficiency (Baron & Strout-Dapaz, 2001; Dorsett, 2017). Just as domestic students tend to procrastinate, international students often struggle with time management, especially as they need more time to account for all of the steps involving translating (Houlihan et al., 2017). International students also tend to

rely more heavily on quotations or copying and pasting information due to the harsh penalties for poor grammar (Adhikari, 2018). International students usually grasp the concept of plagiarism (Houlihan et al., 2017; Adhikari, 2018; Hughes, 2010), but they simply lack the mechanical knowhow to avoid doing so.

In addition to base concepts, English language proficiencies stretch into some of the more advanced information literacy competencies, such as evaluation. Researchers found that international students are generally pretty comfortable with basic web searching but often struggle with synthesis or in-depth library searching (Houlihan et al., 2017; Young et al., 2016). International students are also more likely to rely on sources that have been identified as authoritative or official when evaluating (Houlihan et al., 2017). This same tendency is common in domestic students because in-depth reading and evaluation are time intensive. However, since research takes longer when done in a non-native language, international students have even less time than domestic students to perform evaluation. International students are gifted enough and value education enough to come to the United States to learn. Educators need to be more patient and kinder to their international students.

Methods

To rework the international student services at Fort Hays State University, the Librarians utilized Jameson and Goshit's Intercultural Program Development Framework (IPDF). The IPDF is a circular framework that consists of six steps: assessment, setting program goals, program design, program development and implementation, program evaluation, and then improvement (2017).

The first step for the library team was to schedule a meeting with International Student Services (ISS) at FHSU. International Student Services has the most contact with the target audience and is with the students from recruitment through exit interviews. During this meeting, the Library instruction team received qualitative feedback from student services and international students from past programs. Over a semester, new international students arrive roughly a day to two days before international student orientation. During this time, they are led around campus to hear from student housing, academic council, and various guest speakers on what they can expect. Frequently, the international students are jet-lagged, not present due to a missed flight, or lack the English language experience to understand a solid six hours of people lecturing at them. During orientation, international students take the English Language Test for International Students (ELTiS). Depending on their language proficiency, they are either enrolled in the English-Second Language Program (ESL) or University 199: International Student Orientation and their major program. Students in UNIV 199 vary based on country of origin, English language proficiency, major, age, length of stay in the U.S., and can be graduate or undergraduate students. According to ISS, the international students at FHSU had several needs not being addressed adequately under the old system. Although the library taught two information literacy sessions for the UNIV 199 course and spoke at the international student orientation, international students continued to struggle with using library resources and plagiarism.

After the meeting with ISS, the library team began researching and redeveloping the previous library services offered for UNIV 199. The team decided to keep the original structure of a

library orientation during the days before term and two library instruction days. The first library instruction day focused on finding resources and the second on citation. These classes were 55 minutes long. After each session, the instruction librarian had students provide feedback via a survey and solicited feedback from the ISS coordinators. Further evaluation became complicated when the physical university closed for the COVID-19 outbreak in March. However, the overall feedback from students and coordinators was positive. The following sections will discuss program design, implementation, and success.

Orientation

To plan the orientation session, the library instruction team started by evaluating the audience and establishing learning goals. As stated previously, most of the audience was going to be jet-lagged, have yet to be tested for their language proficiency, and according to the ISS coordinators, were going to be about a day and a half into nothing but lectures. There were two additional considerations in the literature when developing the format of the library orientation. Baron and Strout-Dapaz argue that orientation for international students helps with retention and a sense of belonging (2001). However, Houlihan et al. found: "While library instruction was well received and helpful to international students, general library orientations or library tours were less effective, particularly if they took place early in the semester" (2014, pg. 267). Considering that the ISS team had explicitly asked for a tour of the library before the term started, the library decided to establish three less orthodox learning goals for the session. The learning goals were as follows: 1) Students will recognize that librarians are friendly and will help them with their research. 2) Students will find at least one friend during the orientation. 3) Students will gain a basic understanding of what the Forsyth Library does. Given these goals, the library decided on the following format for the orientation: a short introduction to the library lasting no more than five minutes, then a "selfie with a tiger" scavenger hunt in teams of three to four students, followed by a question and answer session, and finally a survey assessment.

For the "selfie with a tiger," the librarian first emailed all the library partners and faculty to warn them that roughly forty students would be moving through the library and taking pictures. The librarian then hung pictures of the university mascot around key areas of the library with facts about the area in question. There were 34 tigers posted throughout the library and students needed to take pictures with 8 of them. Students received a map and a worksheet to write down the location of the tigers they found. When students took their picture with the tiger, they would also have an image of the relevant information for the location. Because students were taking pictures together, there was an increased likelihood of them giving each other their contact information. Thus, the selfie challenge allowed the students to begin building a social support structure in the U.S. which helps reduce stress and improve their experience (Loper & Jameson, 2017; Moores & Popadiuk, 2011). Furthermore, the librarians were employing classroom management techniques from the Humanist model of pedagogy, specifically giving up control of the session to the students to create self-paced learning (Grassian & Kaplowitz, 2009). Students said the scavenger hunt was fun and informative in their feedback. When asked, all but one group had exchanged contact information without being told to do so.

The librarians also designed the question and answer section of the orientation to reduce any anxiety students may have felt about their language proficiency. After the scavenger hunt, the

librarians asked students to write down one question they had about the library and drop it anonymously into a jar. The librarian then answered these questions in the Q&A session. Students were able to look up words and take as much time as they needed to formulate and then translate their thoughts, thus bypassing one of the issues experienced by international students in class discussions (Dorsett, 2017). Additionally, if the student came from a country where asking questions was considered a sign of incompetence, they could feel safe due to the anonymous nature. The library team felt the student-driven question and answers were key in allowing students to direct what they learned (Grassian & Kaplowitz, 2009). It also allowed the librarians to avoid making assumptions about what they did and did not know (Adhikari, 2018). Incidentally, by trusting the international students to ask essential questions, the librarians ended up modeling how to search the catalog.

According to the students, librarians, and ISS coordinators, the session was helpful by the following metrics. In the survey, 100 percent of respondents stated that they found the librarians to be helpful but friendly. All groups in the scavenger hunt successfully found eight tigers. During the question and answer session, international students asked questions about library checkout, how to find books in the stacks, how to use the online catalog, book study rooms, and questions about watching movies in the library. The students were able to identify the essential information they needed without the library team deciding for them. Some key aspects that made the scavenger hunt successful include: having an additional librarian or program assistant to direct students when they get lost, receiving the buy-in of other library partners, and providing enough time. Three points for improvement include a section on the handout for students to write down the facts on the tiger poster, a digital map for students to mark where they are from, and an explanation that the scavenger hunt is not a race. Students tended to take a picture with the tiger posters without reading the information; by requiring students to write down the facts, they are likely to get a better understanding of library services. Using a digital map for students to mark where they are from is helpful because a large number of international students can come from the same location. In this situation, that location was Seoul, South Korea, and 12 students ran out of space to mark the map. Finally, the time it took students to complete the challenge varied wildly, as some thought it was a race. Despite the room for improvement, the "selfie with a tiger" orientation allowed students to meet the session's learning goals.

Searching

After careful deliberation with the ISS team, the library was able to negotiate a later session in the term to discuss searching library resources. According to Hughes (2010), international students have the following complaints about library information literacy sessions: they are too rushed, too general, and usually held before international students have received writing assignments for their other courses. As stated previously, the UNIV 199 class included students with a variety of majors and levels of degrees. Thus, it was challenging to make the information targeted enough to be of use to the students, especially given the general reticent of international students to ask questions. Consequently, the librarians decided to develop a small group format to teach keywords, search library databases, and use Boolean searching. The team called the class "Ask-A-Librarian" to build off the name of the library reference services. The librarian teaching the class recruited four additional librarians from the teaching and research team to act as small group facilitators. Using information solicited from the ISS team, the librarian broke the

class into five groups based on discipline beforehand and assigned each librarian a group and a study room. The class started with an introduction of all the librarians, a handout on searching using keywords, and a hypothetical assignment if students did not have one for another class. The breakout sessions lasted 40 minutes before the groups were brought back to the instruction room for a recap and short survey to assess the effectiveness of instruction.

Overall, the session was successful. Of the 20 students who participated in the class, all students ranked the breakout sessions as 5 out of 5 in helpfulness, and all but three students ended the session with at least one article they could use. However, according to the librarians leading breakout sessions, success in teaching the learning goals was exceptionally varied based on English language proficiency. One librarian with a group of hard science graduate students spent most of their session helping with in-depth research questions. While one librarian working with a mix of graduate and undergraduate education majors spent a fair portion of the session showing students where to find keywords and synonyms and working with English vocabulary. However, the variety of information covered by librarians leading breakout sessions is a success story. It shows that students were engaged and getting the information they individually needed at their current expertise level to accomplish research. However, as suggested by the survey, students still found the instruction session to be rushed. In order to counteract this issue, the Library team will keep all librarians in the same room instead of sending them to group study rooms to reduce time spent in transit and possibly reduce the time spent in the recap. Additionally, although librarians were able to focus on specific students' needs in smaller breakout sessions, they were unable to cover evaluating sources due to time constraints.

Citation

The final session librarians hosted for UNIV 199 focused on citation and plagiarism, a topic with significant baggage for international students. During the meeting with ISS and discussion with general university faculty, plagiarism is a significant concern regarding international students. Faculty at FHSU tend to assume that international students do not understand the concept of plagiarism or do not value author ownership of knowledge. However, recent researchers argue that international students are aware of plagiarism and understand the concept of ownership over ideas, but lack skills to avoid plagiarizing (Hughes, 2010; Adhikari, 2018). Thus, the library team developing the citation class decided to rely on the Behaviorist model of approximating desired behavior and active learning in the design of the class activity (Grassian & Kaplowitz, 2009).

The instruction session consisted of three parts, each with a distinct learning goal and formative assessment. The first part involved defining plagiarism and an activity in which students identified plagiarism in various scenarios. Librarians provided students with two sheets of paper: one with a "yes" and the other with a "no." Scenarios were written out in a PowerPoint presentation and read by a librarian to increase the likelihood of students understanding the scenario. Students would then hold up the "yes" sign if they thought it was plagiarism or the "no" sign if not. Once everyone responded, the librarian would hold up their own "yes" or "no" sign and explain the correct answer. By having students answer with the signs, they were unable to copy each other, thus allowing the librarian to get an accurate assessment of which students

understood the concept. Additionally, it reduced the stress for international students because they did not have to verbalize their answers.

The second activity focused on giving students tools to avoid plagiarism and made them actively employ the steps required through the use of writing templates. The librarian gave the students two handouts. The first handout provided writing templates for quoting, paraphrasing, and summarizing with information on how often to use each convention in formal writing. The second handout was a worksheet with a paragraph from an academic journal and three questions asking students to quote, paraphrase, and summarize portions of the paragraph using a writing template. The library team provided two handouts because they wanted to collect the worksheet for assessment while allowing the students to keep the template handout. The librarian explained quoting, then had students complete the quoting question, provided an example of a good quote, and continued onto the next convention. Students gained a step by step process of how to address sources in their writing.

The last activity involved giving students printed articles and having them identify which components are required for citation. Unfortunately, due to the amount of time it took to complete the other activities, this activity was scrapped for a verbal discussion. The citation information literacy session was of mixed success. The majority of students with less proficient English found the writing templets to be exceptionally helpful. In contrast, students in graduate school or with English fluency were indifferent or found them to be only marginally helpful. Additionally, the UNIV 199 instructor asked for fifteen minutes at the end of the class period, making it impossible to perform the third activity. Moreover, using an academic journal article for the second activity caused the chosen activity to take 40 minutes instead of 30. Students took longer than expected to read and translate the paragraph. In future sessions, the library team intends to use a less advanced paragraph for the writing template activity and provide citation formulas as a handout.

Conclusion

The library's international student instruction sessions were successful because the librarians chose to adopt a holistic approach that addressed the emotional stress and frustration students experience with studying abroad in America. Instead of trying to correct cultural differences, the librarians developed lesson plans, and activities focused on giving students the skills they needed to adapt to a U.S. education system and forge social communities and relationships with their faculty to reduce isolation. Moreover, the library team chose to trust the international students to tell them what they needed instead of making assumptions on what the students needed to know. Although there is room for improvement and a more comprehensive assessment should be conducted after academic reaches an equilibrium post COVID, these initiatives can be implemented at other institutions for minimal cost.

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Fostering Success for New Faculty Librarians

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Abstract

This presentation focuses on practical ways to create an environment in which new tenure-track faculty librarians can do their best work. The session will cover three major themes: promoting tenure success; job-specific mentoring; and protecting time and space for networking, scholarship, and professional development.

After 15 years in library leadership roles, the presenter entered her first tenure-track faculty librarian position at Park University. A small and understaffed library, Park University Library (hereafter Park) could offer only minimal support for mentoring, scholarship, and professional development. Subsequently, a near-complete staffing turnover left Park with only new faculty librarians, who began developing benchmarks and guidelines to help future hires succeed in the tenure-seeking process while protecting both professional activities and work-life balance. These guidelines and processes will be described in this session, along with suggestions for participants about implementing similar processes in their libraries.

Participants will receive a checklist of support mechanisms as well as sample plans and policies that they can use to jumpstart the planning and implementation process at their institutions. Active learning enables participants to begin high-level planning immediately, starting with an evaluation of their institution's approach to librarian faculty success.

Fostering Success for New Faculty Librarians

Hiring and onboarding new faculty librarians can be an expensive and time-consuming process. In addition, when positions are open, there are fewer librarians on staff to provide library services, which increases the workload for others. Finally, open positions may not be filled in times of financial uncertainty, leading to potentially long-term staffing shortages. For all of these reasons, academic libraries can benefit from creating an environment which supports new faculty librarian retention. At the same time, new faculty librarians often struggle to integrate into their new work environment, master academic scholarship, and develop the social and interpersonal skills that will make them successful in a twenty-first century academic library. This paper provides a review of the literature focusing on common issues faced by new librarians and then discusses how one library confronted and is addressing those issues in an attempt to reduce turnover and promote success among new faculty librarians.

Review of the Literature

In her article about the experiences of new academic librarians, Joanne Oud determined that organizational socialization during academic librarians' first three years of employment affects librarian retention. Oud (2008) found the greater the difference between the new librarians' expectations and reality, the more they struggled during this transition phase and the more likely they were to leave that job. Oud's findings suggest that managing expectations, both during the hiring process and after employment begins, could be crucial to new librarians' success within the organization. In particular, Oud found that new librarians were unprepared for internal decision-making processes, how much freedom they had to make their own decisions, the amount of feedback they received, the amount and type of rewards they received for their work, the amount of autonomy they experienced, and managing conflict. Some of these were positive surprises. The most negative surprises included the slow pace of change, organizational politics, navigating the hierarchy, heavy workloads, and a short ramp-up time to full productivity (Oud, 2008).

Miller (2013) stresses the importance of early socialization and orientation to prevent turnover, absenteeism, and performance issues, among other concerns. During the first three years, new librarians develop a sense of who they are professionally, making this time "pivotal in a librarian's career and for the library that has hired him or her" (Miller, 2013, p. 83).

Challenges

New librarians are likely to experience a number of challenges. The tenure and promotion process may be largely unknown to new librarians who need more support than they often receive to be successful in this area (Miller, 2013; Weiner, 2015). In addition, most librarians are not prepared for the scholarly publishing process during their graduate education. Finally, academic service will also be new to many new librarians and institutional support structures may not be adequate to help them succeed (Miller, 2013).

Faulkner (2015) brings a slightly different perspective, reflecting on the effect of Imposter Syndrome on her own early professional experiences. Imposter Syndrome causes feelings of

inadequacy, and the resulting fear of exposing how much they don't know may prevent new librarians from taking full advantage of opportunities to learn and socialize. Faulkner points out that one in eight librarians report experiencing Imposter Syndrome, and 40% may have experienced it at one time or another during their careers, most likely during the first three years as a librarian.

Solutions

To address these issues and improve new faculty librarians' chances of success, Miller (2013) suggests a comprehensive approach including mentoring, orientation, writer's/research support groups, regular meetings with the supervisor, professional development focusing on social and interpersonal skills, and opportunities to build relationships.

Miller's (2013) recommendation for improving social and interpersonal skills are partially based on a column written in 2009 in which Stephen Abram suggests that librarians need to develop five skills in order to thrive in the twenty-first century: leadership, advocacy, interpretation of the "intersection of people, service, and technology," empathy, and creativity/entrepreneurial skills. Abram points out that library schools rarely emphasize such skills and tend to focus on technical mastery.

O'Bryan and Casey (2017) also recommend that professional development focus on social and interpersonal skills rather than technical skills. They describe a leadership development program for experienced and new employees at the University of Saskatchewan Libraries that included formal training, mentoring, peer-to-peer learning, and ongoing discussions. This program led to an increase in engagement, and that increase was maintained. As Colosimo, Desmeules, and McKinnon make clear, mentoring also has a positive impact on engagement and on new employees' perceptions of their success within the institution.

Weiner (2015) also stresses the importance of harmonizing expectations and recommends a formal orientation program to increase self-confidence, job satisfaction, and retention. Faulkner suggests providing extra feedback during early employment and clearly acknowledging accomplishments.

Tokarz (2018) makes an interesting argument that the balance of unstructured and structured time during the first 60 days of employment may impact new librarian engagement. Despite the acknowledged weakness of a sample size of one this is an intriguing idea that correlates well with anecdotal reports of feeling either overwhelmed or lost and bored during the first few months at a new job. Tokarz suggests that unstructured time should make up about half of the new employee's first 60 days and strongly encourages library leaders to ensure that new librarians know what to do with that unstructured time.

Miller (2013) and Weiner (2015) both point out that each library is different, and each will need a slightly different approach to making their librarians successful. Weiner reminds us that the institution and the new hire share responsibility for a new hire's success. Libraries can benefit from ensuring they are meeting their part of this responsibility.

Park University Library's Experience

The Park University Library has experienced most of the issues described in the literature. Park has a small and arguably understaffed library that has only been able to offer minimal support for scholarship and professional development. With only three librarian positions, formal mentoring has not been practical. Engagement issues have been evident for several years, even among skilled librarians who share a passion for the profession. Recently, a near-complete staffing turnover left Park with only new faculty librarians who began developing benchmarks and guidelines to help future hires move more smoothly through the tenure-seeking process while protecting both professional activities and work-life balance. The balance of this article describes this process and various facets of the resulting orientation plan. The three areas of greatest concern to Park's librarians were scholarship and tenure, mastering job-specific duties, and managing librarians time and location commitments.

Scholarship and the Tenure Process

There are typically three categories for a tenure review: Librarianship, Scholarship, and Service. As mentioned above, library schools rarely provide training in formal academic scholarship techniques, focusing instead on technical skills. For this reason, librarians seem to arrive better equipped for their librarianship role than for scholarship or service. Scholarship time and support have been the largest concerns for Park's library faculty.

Given that an MLS/MLIS/MIS is a professional degree, it's not surprising that most librarians graduate without a solid understanding of the academic research process. For new tenure-track faculty, this can pose a problem. The tenure clock starts immediately upon hire, and tenure expectations usually do not allow for an extended learning curve. New faculty librarians are expected to be highly independent researchers who begin presenting and/or publishing during their first year. Guidance and support during this time is critical to creating strong library researchers who feel supported by their institution.

The first and possibly simplest way to support these developing researchers is to provide written guidelines. Beginning in 2020-21, new faculty librarians at Park University will receive a *Sample Scholarship Path* during their first week of employment. This document will serve as a guide to navigating scholarship expectations during the first year of employment. This plan expressly states that librarian faculty will spend four to five hours per week on scholarship activities. The *Sample Scholarship Path* also suggests allocating the first three to five months' scholarship time to answering the question, "Who are you as a researcher?" The answer to this question will guide librarians' research activities for the next five years. These few months of self-reflection should result in greater clarity about the faculty member's goals and role as a researcher, ultimately leading to better productivity, confidence, and job satisfaction.

In starting on this path, new faculty are asked to think about what their interests and then to consider realistic working conditions. After a few months' exploration, new librarians choose a subject that both resonates with them and feels manageable. Librarian faculty are asked to share this information at library faculty meetings to facilitate peer-to-peer learning and ongoing discussion among library faculty.

The *Sample Scholarship Path* was developed in response to the experiences of two librarians, one early-career and one mid-career, but both new to the role of librarian faculty. In addition, a skilled academic researcher from another department was informally interviewed for recommendations on how to be successful in this area. The result is remarkably consistent with the literature. Sharing a document such as this should help to address the lack of training in academic scholarship by openly acknowledging this common gap in new academic librarians' skillset and providing clear steps for acquiring the needed knowledge. Scholarship is by its nature a very public activity in that the results of scholarly projects are seen and reviewed other professionals and scholars. For this reason, new librarians may be especially likely to experience Imposter Syndrome in connection with their scholarly work. While the *Path* does not tell librarians precisely what to do, its existence implies that scholarship is an area where many librarians struggle, and it clearly conveys the message that there is a path toward success. Finally, routine sharing of decisions and progress among department librarian faculty at designated meetings allows for informal mentoring and reciprocal affirmation, both of which are in keeping with recommendations described in the author's review of literature section.

Job-Specific Support

Most librarians will have the technical skills to succeed in their librarianship roles, but they still need support while they adapt their existing skills to best fit the needs of their new employer. There are many ways to meet these needs, including sharing department and institutional policies and procedures, orientation programs, formal and informal mentoring, and opportunities for communication with supervisors and peers. Once again drawing on the experiences of Park's new faculty librarians, support mechanisms have been chosen to fit into the university's existing culture and workflows. At Park, all new faculty are part of a university-wide cohort that receives university orientation in the early fall. The cohort meets throughout the first year to build relationships, share challenges and successes, and ask questions in a safe environment. This program serves a critical need of new librarian faculty, but by itself, this program is not enough.

Park's new librarian hires will receive institutional and library strategic plans, the library instruction plan, the collection management plan, and other guidance documents tailored to their specific job duties. Sharing these documents and discussing them before, during, and after the extensive walking tour developed by a previous director will provide additional context for both the tour and the documents. Because new hires can't know what to expect from a new employer, they will also receive personalized instruction in Park's reference, instruction, and public services practices. This type of information helps new hires better understand the library and its place within the institution.

With only three librarians, Park is not in a position to implement a formal mentoring program. To fill the mentoring gap, the Park University Library will place a strong emphasis on other tools for building engagement, including peer-to-peer support, regular formal meetings with the supervisor, and ongoing discussion opportunities. The supervisor will take responsibility for ensuring that any needed formal training is provided, as well as consider the new hires' balance of scheduled and unscheduled time, with recommendations for their unscheduled time. Additionally, the supervisor will review new hires' service commitments to ensure new hires have an opportunity to integrate into the life of the university among welcoming, actively

supportive non-librarian faculty. This plan involves a heavy time commitment from the supervisor during the first few months and a moderately increased time commitment for up to two years. However, given the massive potential for disruption caused by frequent faculty turnover, this time commitment is a worthwhile investment.

Finally, Park's librarians have updated and augmented the library's professional development collection to include titles on how to conduct research studies, quantitative and qualitative analysis, student retention, leadership development, intellectual freedom, critical librarianship, bias in libraries, diversity issues in libraries, and related topics. This updated collection will be reserved for internal use, enabling new librarians to "look it up." By acknowledging that most librarians don't start their academic careers with all the skills they will need to be successful, the library hopes to encourage free sharing of ideas and questions, an open professional environment, mutual support, and genuine curiosity among library faculty.

Protecting Faculty Librarians' Time and Space for Excellence

New librarians under a lot of pressure to complete duties during structured time can become overwhelmed, and the experience may lead to a lack of engagement. To cushion new hires against early burnout, Park librarians plan to overtly work to protect new colleagues' time and ensure their work environment promotes productivity.

Service

Academic service provides new hires with the opportunity to network, learn about their new employer, and contribute to the life of the organization. However, too much or too little time devoted to academic service can undermine new hires' success. Based on the author's experiences, too much service can lead to early stress and burnout; too little can leave new hires feeling disconnected from the institution. The Park University Library's tenure guidelines recommend specific levels and types of service. In addition, the university has recently restructured many of its committees, and during this process seats were reserved for library faculty on key committees. The supervisor and the new hire will review potential service opportunities and choose one or two that fit the new hire's responsibilities, interests, and skills. This approach will give new librarian faculty early, broad exposure to the university and an opportunity to be of service. At the same time, by using the library's tenure standards as a guide, the supervisor can intervene if necessary to prevent new faculty from becoming overwhelmed by too many service commitments.

Librarian Faculty Information Sharing and Support

Regular faculty meetings can both promote accountability and ensure that job creep does not take over anyone's days. These meetings provide a venue for tracking each librarian's workload and offering assistance and support when needed. Librarians can empower each other to set reasonable limits while encouraging everyone to follow through on commitments. If librarians feel safe supporting each other in this way, these meetings can be an affirming experience for all. These meetings must be a designated safe time for peer-to-peer information exchange and mutual support. This is not the time for department announcements or project planning. The

author recommends that these meetings be short, occur every one to two months, and allow all librarians to share triumphs, challenges, and the latest developments. Larger libraries should have department or unit faculty meetings to keep the group small enough for easy communication. If a group has a toxic culture and truly cannot do this, then individual or small group meetings would be more appropriate. The group check-in needs to be a safe and supportive experience.

Time and Space for Scholarship

At Park, job creep is a constant threat, and the four to five hours per week that should be set aside for scholarship are the most vulnerable times. It's very easy to get distracted by other projects and patron needs, particularly when working in a crowded, busy office space.

Unstructured time can quickly become structured time, leaving Park librarians at risk for lower levels of engagement. During 2019, Park librarians had some success during summer months in creating a department schedule that allowed each faculty librarian to work away from the office one day per week while ensuring that the library was fully staffed. The COVID-19 response has radically altered the Summer 2020 work environment. However, work has begun on adapting and extending this plan to allow each librarian a few guaranteed hours of scholarship time each week in an environment that promotes research and writing activities.

Networking and Professional Development

As the review of literature showcased, social and interpersonal skills, and position specific training are important for career success. In order to experience career success, librarians must have time and opportunity for both networking and professional development. New librarians especially need departmental support to maintain a healthy balance in how they spend their time. Faculty travel funds can and have been used for training opportunities and this practice will continue. Networking opportunities and conferences may also provide opportunities to practice social and interpersonal skills. Park University's Faculty Center for Innovation routinely offers networking and learning opportunities as well as fellowships. New librarians' schedules will include time to fully participate in such opportunities.

Conclusion

Because this project grew organically from a perceived need among library faculty, no baseline studies or measurements were done. As a result, it will be difficult to rigorously measure future success or failure of the plan. However, a lower rate of turnover during the next five to ten years will be considered indicative of success.

By providing active support for scholarship and the tenure process, offering detailed job-specific training, and working together to provide each librarian time and space to do their best work, the librarians at Park University hope to reduce turnover by increasing engagement and job satisfaction among new librarian faculty. The various components of the plan described in this paper will work together to support an ongoing environment that rewards curiosity, openness, collegiality, and innovation. The plan encourages thoughtful exploration at the beginning of the faculty librarian's academic scholarship career, openly acknowledges potentials gaps in librarian

graduate programs, provides resources and support for filling those gaps, and structures work assignments in such a way that new hires can maintain a reasonable balance in their work life. The literature suggests that this plan will lead to greater engagement and better retention among new faculty librarian hires.

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We Did It, You Can Do It, Too: In-House Digital Preservation

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Abstract

This presentation will detail of the digital preservation plan in Wichita State University Libraries' Technical Services. The presenter will address the work done in analysis of the procedures currently in place; planning and implementation of new digital preservation procedures; selection of the digital preservation tools, and ongoing support of workflow. In 2016 and 2017, the University Libraries was in the pre-planning stage of its digital preservation plan. Several documents were drafted that outline the research and recommendations of this pre-planning phase, such as the *Digital Preservation of the University Libraries Materials: Environmental Scan and Preliminary Recommendations* by Susan Matveyeva (2017). In 2018, the Wichita State University Libraries developed and approved the University Libraries Digital Preservation Policy. As a step to its implementation, a new position of Digital Preservation and Government Document Processing Specialist was created in Technical Services. This unit provided access to born digital and digitized collections in the WSU institutional repository and was responsible for digitization of manuscripts and printed textual materials. These formats were to be preserved. The new hire and the Institutional Repository Librarian started developing a digital preservation workflow in second part of 2019. The developed workflow was focused on processes of ingest, processing and maintenance. File integrity, digital preservation metadata, and the University IT support were important factors to consider. Simple open source digital preservation tools, such as Data Accessioner, DA Metadata, Bagger, and Fixity were sufficient to achieve project goals. The work done can be adapted by libraries of any size. No money was spent on outside consultants or vendors, and two people were enough to complete the work.

We Did It, You Can Do It, Too: In-House Digital Preservation

Literature Review

The digital preservation initiative at Wichita State University Libraries began like many projects, with research on best practices and following successful models from previous institutions. Other institutions, such as Princeton University, have developed their own policies and practices for digital preservation, but act as a guide that other institutions can follow. Princeton University Library (2016) defines their Digital Preservation Framework to be a “holistic way forward that will ensure the Library has well-managed digital objects in the short-term and, over the long-term, secures their preservation and sustained access by Princeton University faculty and students as well as the greater research community” (p. 2). This is what Wichita State University hopes to achieve with its own digital preservation plan.

Wichita State University has developed an institutional repository, named Shocker Open Access Repository (SOAR), for the purposes of digitally archiving and showcasing the works of faculty, staff, and students. According to Saini (2018), the institutional repository has become a solution to help academic libraries store and digitally preserve the University’s research and publications. Space for data and budgets for specialized software for digital preservation have become increasingly costlier. The institutional repository is a system that academic libraries can use to help alleviate some of these problems that arise when forming a digital preservation plan (Saini, 2018). SOAR can be a place for scholarly researchers to place their works for global access and future researchers to discover. The process that enables items to be available through SOAR is a part of the digital preservation plan that also allows these items to be accessible long term. As Saini (2018) puts it, “[Institutional repositories] provide a medium to digital preservation in the hand of academic libraries on the long-term basis and thus reduce the problem of paucity of space” (p.2).

Before the digital preservation plan could be implemented, however, research had to be completed to determine which tools and strategies would be best to use. The Consultative Committee for Space Data Systems (2012) published a recommendation for space data system practices titled “Reference Model for Open Archival Information System.” This is known as the “Magenta Book” and gives those implementing a digital preservation strategy information on recommended practices that “establishes a common framework of terms and concepts which make up an Open Archival Information System (OAIS)” (Consultative Committee for Space Data Systems, 2012, p. iii). The OAIS model has defined functional entities as shown in Figure 4.1: OAIS Functional Entities that visually displays the different roles that an organization can attribute to when implementing a digital preservation strategy (Consultative Committee for Space Data Systems, 2012). It is important for an organization to understand the OAIS Functional Entities model, and where they fall within it, in order to choose the best tools, design better metadata, and better preserve their collection long term.

Background

The Dean for the University Libraries created a task force for the digital preservation initiative in 2018. This task force was “charged with developing policies to support the preservation of the University Libraries’ digital assets” (Wichita State University Libraries, 2018).

Another aspect of developing a digital preservation plan was the creation of the position of a Digital Preservation Specialist. When a vacancy for the government documents specialist in technical services opened, the library saw this as an opportunity to create a position that would fulfill both the needs of government documents and digital preservation. A Digital Preservation and Government Documents Specialist librarian was hired in January of 2019 and would work closely with the Institutional Repository librarian to enact the digital preservation plan.

The Association of Library Collections & Technical Services defines digital preservation as “combin[ing] policies, strategies and actions that ensure access to digital content over time,” (American Library Association, 2008). As a research university, scholarly works from WSU faculty, staff, and students are constantly being published. Since its development in 2007, the institutional repository Shocker Open Access Repository has made “digital scholarship available to global audience and to serve as a reliable digital storage,” for these scholarly works (<https://soar.wichita.edu/>). SOAR utilizes DSpace Express as the institutional repository hosting platform that is provided by Atmire. While the platform itself requires a subscription, the tools used for preparing and maintaining master and access files, both for housing on SOAR and as archival backups on local network drives, were open source and did not require special technical capabilities in order to implement.

Some examples of the scholarly work that the institutional repository houses include original works done by undergraduate and graduate students: the electronic theses and dissertations (ETD) collection. This is by far the largest collection in SOAR, with many items being added at the end of each semester. Starting in 2007, the ETD collection transitioned to being digitally published and created born-digital items. These items differed from the scanned physical copies and needed to have a different plan to properly preserve the files and metadata. While the ETD collection is the largest, there are many different types of collections, such as departmental scholarly works, faculty scholarly works, WSU patents, fine arts collections, Student Affairs publications, etc. Each of these collections are unique and need metadata curated to specifically to match the type of record.

The WSU institutional repository utilizes Dublin Core metadata schema. Each record contains required elements, such as “dc.contributor.author”, “dc.publisher”, “dc.title”, “dc.rights”, “dc.type”, and “dc.language.iso”, which must be input manually by a metadata librarian. Some elements, such as “dc.date.accessioned” and “dc.identifier.uri” are created automatically by DSpace. Other elements are unique to specific collections (ex. WSU Patents), and required the element “dc.subject.classification”. Good metadata is essential for discovery of records by SOAR users and all the metadata that the Digital Preservation Specialist creates is reviewed by the Institutional Repository Librarian before submission. Training and professional development and keeping up with the latest best practices in creation of metadata are essential for long term digital preservation.

Courses, Webinars, and Conferences

The University Libraries' plan for digital preservation is a dynamic plan that is constantly changing with new technologies and types of items needing to be preserved. Training and gathering resources were an important part of starting the digital preservation initiative. Online courses, webinars, and conferences were utilized instead of hiring consultants or vendors. Free courses and webinars were always the first choice to keep cost low, and some course fees and registration were subsidized through the South Central Kansas Library System's continuing education grant (<https://www.sckls.info/grants/continuing-education-grant>). The National Digital Stewardship Alliance (2018) published a new version of their Levels of Preservation chart that "is a resource for digital preservation practitioners when building or evaluating their digital preservation program." This chart is especially useful for organizations that want to start digital preservation, but are unsure about where to begin. The chart contains levels 1 to 4 and the functional areas of storage, integrity, control, metadata, and content.

Webinars

The webinars that were used to further the knowledge of digital preservation included Digital POWRR webinar series (<https://digitalpowrr.niu.edu/digital-preservation-101/digital-powrr-webinar/>), Introduction to BitCurator: Using BitCurator to Support Digital Curation offered by LYRASIS, and NEDCC Digital Preservation Workflow using Small Tools webinar. The NEDCC webinar was especially useful since it clearly outlined the purpose and goals of digital preservation tools such as Bagger, Data Accessioner, and DA Metadata, by giving a short tutorial on each.

The Digital POWRR webinar series is part of a larger digital preservation initiative, offered by Digital POWRR, which seeks to provide institutions information for building their own digital preservation plan (<https://digitalpowrr.niu.edu/>). The University Libraries used Digital POWRR to decide how the OAIS Model fit into the digital preservation plan and which preservation tools to research and implement.

Several tools are available through this organization's website that are free to use and serve as a great starting point. One of the best tools offered by Digital POWRR is the Tool Grid (<https://digitalpowrr.niu.edu/digital-preservation-101/tool-grid/>), which gives users a visual overview of several different preservation tools. The Tool Grid shows which tools cover which parts of OAIS model, gives an overview of each tools specifications and if a tool has any cost associated with implementing.

Online Courses

The online courses used for training were offered by a variety of organizations and were geared towards professional development and continuing education, rather than degree seeking. All courses were between four and eight weeks long and were completed asynchronously. One of these was the UW-Madison iSchool Web Archiving Class. This course taught the basics of archiving the web by learning how to run services like Archive-It (<https://archive-it.org/>) and Webrecorder.io (now called Conifer, <https://conifer.rhizome.org/>), and creating a collection

development policy for web archiving. The organization, Preserve This, offered the “Introduction to Preservation Metadata” online course, which covered Preservation Metadata: Implementation Strategies (PREMIS). The basic structure for PREMIS schema and the PREMIS Data Dictionary were two of the main learning objectives. The PREMIS Data Dictionary is a free, online tool available by the Library of Congress that explains in detail the background and purpose of PREMIS (Library of Congress, 2015). The Library Juice Academy offered the “Metadata Design” online course which instructed students on how to understand and design metadata schemas in order to best preserve the items in their collection.

Conferences

One of the most valuable professional development tools was the ability to attend the NEDCC Digital Directions Conference in Overland Park, Kansas, in August 2019. This conference allowed for the Digital Preservation Specialist and Institutional Repository Librarian to learn about digital preservation tools, strategies, organizations, and consortiums. This two-day conference provided a wealth of knowledge by teaching how to better design metadata schemas and offering networking opportunities with other digital preservation specialists.

Preservation Tools

The OAIS model and the functional entities were used to decide which functions would be best for WSU library’s digital preservation and which software tools would be best. The WSU library does digital preservation within the technical services department, which performs mostly Archival Information Package (AIP) functions, such as data management and creating access files. The Digital POWRR Tool Grid was then analyzed to determine which functions (ingest, process, access, storage, and maintenance) and corresponding tools were most relevant.

As a medium-sized university library, WSU libraries has access to its own library technical support, as well as the university’s technical support, who provides secure data storage solutions. However, funding and budget restrictions are always prevalent, so finding low-cost methods of digital preservation was essential. The Digital Preservation Specialist and the Institutional Repository Librarian collectively agreed that Fixity, Bagger, DA Metadata, and Data Accessioner were the best tools to implement, all of which are free and open source.

Digital Preservation Workflow: Planning and Implementation

The Digital Preservation Specialist and Institutional Repository Librarian created a digital preservation plan that includes open source tools and software widely available that libraries of any size could replicate. For this digital preservation plan, the tools have been selected, but the actual workflow with these tools is still in the preparation stages. Master files, whether physically scanned or from born-digital items, are stored on shared network drive as text or image file types, usually TIFF, PDF, and JPEG formats. Master files can then be copied to working files to preserve their original formats and metadata. The working files are then processed into access files that can also be stored on the shared network drive, as well as uploaded to SOAR. For digital preservation, it is important to create access files because these will be the files that consumers search for and use, rather than altering the master files.

Processing access files includes changing the file type, such from a text document or image to a PDF, then running optical character recognition (OCR) software for searchability, embedding metadata, and optimizing the file size.

Once the access files are created and moved to the networked drive for storage, metadata for records within SOAR can be created. SOAR has the capability to utilize bulk uploads through spreadsheets, so much of the metadata can be created within Microsoft Excel and entire collections can be uploaded at once. Quality control measures, such as having multiple librarians review metadata records, have been put into place to keep records accurate and relevant for the users. Fixity checks are run monthly to ensure the integrity of the files in the networked storage drive and avoid bit-rot within these archived files. A Fixity check consists of using checksums to monitor if a file has changed over a period of time and sending a report based on those checksums. This report is automatically generated and emailed to the Digital Preservation Specialist to be analyzed. Bagger is a system that stores digital files into directory structures or “bags” by using each file’s unique binary numbers to create checksums according to BagIt specifications (Ashenfelder, 2016). These directories can be stored and checked over time to ensure that files have not been changed. Data Accessioner (<http://dataaccessioner.org>) can be used in conjunction with Bagger to scan file directories to monitor and report file integrity. Data Accessioner scans a directory and creates an XML file containing the information about the directory and its files. These files can be run through an XSLT processor. DA Metadata transformer is an XSLT processor which makes it easier to manipulate and review XML files by transforming them into CSV or HTML files. Once the files have been converted, reports on the can be reviewed. Fixity, used along with Bagger, DA Metadata, and Data Accessioner ensure that the files created and archived today, will be accessible to users and consumers long term.

Conclusion

The digital preservation initiative at WSU libraries began with a charge by the Dean of the University Libraries to create digital preservation policies. The implementation of these policies led to a new position within technical services. With a Digital Preservation Specialist hired, and with the instruction of the Institutional Repository Librarian, a new workflow for the digital preservation strategy was enacted. This began with training and professional development opportunities through online courses, webinars, and conferences to research which tools would be most cost effective and relevant to their collection. Not only was it important to monitor and ensure the file integrity of the digital collection, but access files and metadata records needed to be created for items being archived in the institutional repository. Open source tools such as Fixity, Bagger, Data Accessioner, and DA Metadata were ultimately chosen because of their cost effectiveness and ease of set up. It was not possible to use large digital preservation packages that would require subscriptions and specific technical support. This plan outlined by WSU libraries to create this digital preservation plan could be replicated and scaled larger or smaller depending library size. Technology is ever-changing, and so is the digital preservation. With continued training on best practices and tools, WSU libraries ensures access to digital in the future and for long term, and hopes that other institutions will use this as a reference guide for their own digital preservation strategies.

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Stacking it Up: A Textbooks on Reserve Program

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Abstract

In fall of 2017, Marymount University, a small, private, liberal arts university, piloted a comprehensive textbooks on reserve program. To launch this new initiative, the library purchased a copy of every required textbook for every course and placed it on reserve at one of our two library locations. This pilot's wild success led to a permanent textbooks on reserve program. In addition to increasing student access to textbooks, the program has led to several added benefits (some unexpected!) for the university. In this session, the presenters will share the timeline and considerations for developing a similar program at your library, lessons learned, qualitative and quantitative data, opportunities the program has presented for the library, and the impact the program has had on the textbook affordability initiative at MU.

Stacking it Up: A Textbooks on Reserve Program

Literature Review

The literature on textbook reserves in academic libraries is extensive, as evidenced when one searches an academic database or Google scholar on the subject. Over 50 articles have been written on the subject the past five years alone. Although collecting textbooks is often regarded as heretical to many academic library collection policies, several models and reasons for doing so exist, the most compelling of which for the authors is advancing educational equity. Demand for the development of textbook reserves often comes directly from the student body, as evidenced in Christie and Pollitz's (2009) "Student strategies for coping with textbook costs and the role of library course reserves" and Murphy's (2013) "Textbooks on reserve: A case study", via requests made to the university administration or to the library by the student government or other student-led campus organizations.

Per the literature and authors' experience working in six academic libraries between them, textbook reserves tend to take the form of one of the following three models: the 'course reserves' model, the 'select textbook reserves' model, and the 'comprehensive textbook reserves' model. These designations are the authors' own, created for the sake of simplicity. As with all things in higher education, there are as many differences between reserves programs as there are similarities. One of the biggest sources of heterogeneity is funding for such programs - the source of funding varies by university and often by year within the same university. Some provide the library with extra funds to add reserves to their collections while others do not.

The Course Reserves Model

The 'course reserves' model might be seen as the predecessor to the other two models. Most course reserves models consist of a selection of non-library owned items that the library places on reserve for a set period of time, typically a semester or academic year. The items, typically textbooks or course-packs, have restricted circulation periods, often 2-3 hours. The items are often supplied by individual professors or academic departments. Costs associated with this model are typically library staff labor, as the materials are not added to the library's permanent collection.

The Select Textbook Reserves Model

The 'select textbook reserves' model consists of the library placing a selection of textbooks on reserve. Unlike the 'course reserves' model, the textbooks typically come from or are added to the library's permanent collection. The funding source for this model varies. In some cases, the university provides complete or partial funding while in others the funding comes directly from the library's existing budget, a third hybrid option, in which the university provides a one-time start-up sum and the library provides supplementary funding, is also common. The textbooks included are typically chosen because they are required for high-enrollment courses, general education courses, courses with the highest associated textbook costs, or some combination of these characteristics.

The Comprehensive Textbook Reserves Model

The third model, the ‘comprehensive textbook reserves’ model is, as the name indicates, the most comprehensive of the three, in that it includes textbooks for all of the courses currently being taught at the university. This model appears to be less common but is gaining traction, likely due to increased demand as textbook prices continue to inflate and student financial need increases. Per the US PIRG’s recently released second edition of their ‘Fixing the Broken Textbook Market’ report (2020):

We found that despite publishers’ talking points that access codes and other digital materials have answered student’s cries for help over costs, there has been little measurable improvement in key textbook affordability measures over the last six years. The broken textbook market continues to fail to meet student needs, and leaders at institutions of higher education should take further action to aid students. (p. 2)

Campus support units, such as the library, are increasingly taking a more active role in helping vulnerable students bridge the gap between what they have and what they need to succeed in college. Libraries with comprehensive textbook programs, such as NCSU, often chose to reallocate funds from their collection budgets to cover the continuing costs of maintaining the textbook reserves (Ferguson, 2016) in addition to dedicating library labor to designing and maintaining the programs.

National Textbook Affordability Context

Per the Pew Research Center’s Fact Tank project, Americans collectively owed over \$1.5 trillion dollars in student loans as of 2019 (Cillufo, 2019). The average individual borrower carries a debt load of over \$29,000 (College Board, 2019); textbook debt is included in those numbers if the borrower is able to use financial aid to cover the cost. If a student spends the \$1,200 per year on textbooks that the College Board recommends that they budget, they could end up owing upwards of \$5,000 in textbooks costs alone.

The demographics of new college students are changing, and with that change comes a different set of needs. According to EAB’s (formerly Education Advisory Board) “Student Success Playbook”:

As the population of college-going high school senior’s contracts, it will also become more diverse. Researchers forecast that students of color, especially Hispanic students, will continue to grow as a share of our national student population. Forward-looking student success strategies must include measures for supporting the increasing number of underserved students who are often left behind. Higher education has a well-documented equity problem. Countless studies show that low-income students, first-generation students, and students of color complete college at lower rates than their peers from majority populations. Colleges and universities have for too long accepted policies and practices (or the absence thereof) that perpetuate and, in some cases, amplify demographic disparities in student outcomes. (p. 6)

When one considers the needs of the incoming cohort of students against the backdrop of the ongoing affordability crisis in higher education, the necessity of a systemic response from universities is undeniable. As a vital part of the academic ecosystem, libraries must also respond accordingly. Textbook affordability initiatives such as comprehensive textbook reserve programs are one such way to directly impact educational equity. Several studies have demonstrated that students cope with textbook cost by opting out of or delaying purchasing their textbooks due to financial strain, even though they know doing so will likely impact their learning (Nagle, 2020). Those interested in learning more about the national textbook affordability conversation should search the hashtags #textbookbroke and #realcollege on social media for real-time insight into a dynamic conversation involving stakeholders from many groups in the academic community.

Marymount University Textbook Affordability Context

Marymount University (MU) is a small private comprehensive Catholic university located in Arlington Virginia with a total enrollment of 3,363 as of fall 2019. The campus has two locations, a main campus and a campus extension with a library located at both. The student body is 68% percent female, majority minority (18% Hispanic, 15 % Black, 8% Asian), and 25% Pell eligible. When considered from an intersectional demographic perspective, the MU student body is more likely to experience financial pressure while in college, as evidenced in the Demos report "The debt divide: The racial and class bias behind the" new normal" of student borrowing (Huelsman, 2015).

MU librarians have received myriad anecdotal reports from professors stating that their students did not finish assigned reading because they do not purchase textbooks. The authors and their colleagues then recognized textbook cost as a barrier to MU student success, as it does for their peers at other universities, and seized the opportunity to support Marymount's diverse student population by designing a multi-faceted textbook affordability initiative. MU students are told to budget \$1000 per year for textbooks, slightly less than the national average. Over 4 years that would be \$4000 which is about 1/7 of the average amount of student debt carried by borrowers in the state of Virginia (Hamza, 2018). Recognizing that the textbook affordability initiative could have an immediate, measurable effect on the financial strain MU students face, the library sprang into action.

Marymount Library's Multi-pronged Textbook Affordability Initiative: Open Educational Resources & Comprehensive Textbook Reserves

MU library launched its textbook affordability initiative in spring of 2017 with the creation of an Open Educational Resources (OER) team lead by Jenise Overmier (one of the authors). The team consists of library liaisons, a collection specialist, and an instructional designer who often bespoke OER-consultation services and OER-focused professional development to teaching faculty at strategic intervals throughout the academic year. This grass-roots effort has produced 20 courses that no longer rely on costly commercial textbooks, resulting in cumulative student savings of over \$85,000.

The second component of the multi-pronged textbook affordability initiative, the comprehensive textbook reserves, developed shortly after the creation of the OER team, in the summer of 2017.

Collection policy at MU explicitly prohibited the purchase of textbooks, like many of its peers. Despite that, in the preceding years, librarians at Marymount University had worked to put required materials the library already owned on course reserve. The materials, coupled with instructor-owned copies of textbooks and course packs, served as a supplementary resource to help mitigate the cost barrier for students. Prior to summer 2017, Marymount University library held 336 items on course reserve, which resulted in 400 checkouts per academic year.

Project Timeline and Workflow Development

As mentioned above, MU launched the OER team in the spring of 2017. Shortly thereafter, a working group made up of librarians from collection services, education services, and access services formed to investigate the feasibility of a comprehensive textbook reserve program. Over the summer of 2017, the group developed a policy and workflow to prepare to pilot the new program the following fall. Though the two were written simultaneously, the authors chose to present them linearly here for ease of reference.

The working group wrote the policy with a focus on the acquisition and circulation of the textbooks. The group spent the summer debating the following circulation-related questions: how long the textbooks should circulate, whether or not they should be in-library use only, how to price the fines and fees for late or lost textbooks, etc. The group sought information from other universities in the local academic library consortium, the Washington Research Library Consortium (WRLC) in addition to reviewing the literature. Ultimately, they decided that the textbooks would circulate for two hours, be restricted to in-library use, would carry a fine of \$2 per day (with a maximum fine of \$10) and a replacement fee of \$120 or the cost of the textbook, whichever is higher. For more information on the policy, visit the following site: Marymount University Library Textbook and Course Reserves (<https://www.marymount.edu/Academics/Library-Learning-Services/Borrowing-Circulation/Course-Reserves>).

Regarding the acquisition policy, after consulting the literature and their peers in the WRLC, the group decided that the library would purchase a single copy of every textbook required for the courses that are currently running at MU, which enabled the library to acquire the books as they became necessary and distributed the cost of the program over several years, rather than purchasing textbooks for all of the courses in the course catalog at once. Additional copies of individual textbooks can be acquired at the discretion of the liaison librarian. Reasons for adding additional copies include: accommodating larger than average course enrollment, accommodating multiple sections of the same course that are taught at different campuses, and so on. Initially the group worried that there would need to be a price cap on the textbooks but that didn't end up being necessary. Similarly, additional concerns that faculty would replace their textbooks with new editions frequently, resulting in additional spending on the textbook reserves. The concern proved unwarranted as faculty typically delay updating their textbooks to the newest edition unless absolutely necessary. Textbooks with access codes are included in the program, sans codes, as the codes are limited to a single user.

Finally, the library had to devise a workflow that, well, worked. Collection services and access services each designated a staff member to collaboratively manage the pilot. After developing

smaller collection and circulation-specific workflows (who would purchase and when, who would add to the physical reserve location, etc.), the designated staff created a massive textbook reserves spreadsheet, with a tab for each academic program, a line for each course, and a column for textbook information. Once added to the collection, the textbook information then linked to the corresponding catalog record. All relevant parties are granted view-only access to this spreadsheet, including student workers who use it to assist patrons at the circulation desk.

After a summer of planning, tweaking, and frantically purchasing materials, Marymount University libraries quietly rolled-out a textbook reserves pilot at the start of fall semester 2017. During the fall, the working group and designated staff focused on refining the policy, workflows, and documentation. After what felt like a week or so of rest in the middle of the fall semester, the library began preparing for the spring 2018 textbook reserves. In the spring of 2018, the library continued to add new textbooks to the textbook reserves pilot. The following summer, the library further refined the policy and workflow in preparation for officially adopting the comprehensive textbook reserves program as a permanent service in the fall 2018, one year after the pilot launched.

Outreach

Prior to the launch of the pilot, the library's outreach and publicity team began designing a student-facing textbook reserves campaign. The campaign included strategic social media posts and print flyers posted around campus and in the library. The liaison librarians created a parallel faculty-facing campaign via their semester 'liaison newsletter.' See the image below for an example from the student-facing campaign.

Figure 1

Marketing Example from Fall 2017.



Since the pilot launched, the textbook reserves program marketing and communication material has been strategically integrated into all communications with incoming students, faculty, and

staff. Thus far, information about the textbook reserves program is included in the MU admissions tour, undergrad and graduate new student orientations, new hire presentations and printed welcome materials, the annual library welcome carnival for new students, as well as print flyers and social media posts at the beginning of each semester and during midterms/exam periods.

Assessment

The comprehensive textbook reserves project warranted a thoughtful, proactive assessment strategy given the financial investment required and the unprecedented change to the collection policy regarding collecting textbooks. Thus, the working group developed the following measures:

Table 1

Quantitative and Qualitative Assessment Measures.

Quantitative Measures	Qualitative Measures
Use (number of ‘check-outs’ per semester)	Survey data from student and faculty-facing surveys
Door counts (foot traffic at both library locations)	Number of patron questions related to textbook reserves at the reference desk and at the circulation desk (MU employs the READ scale at both service desks)

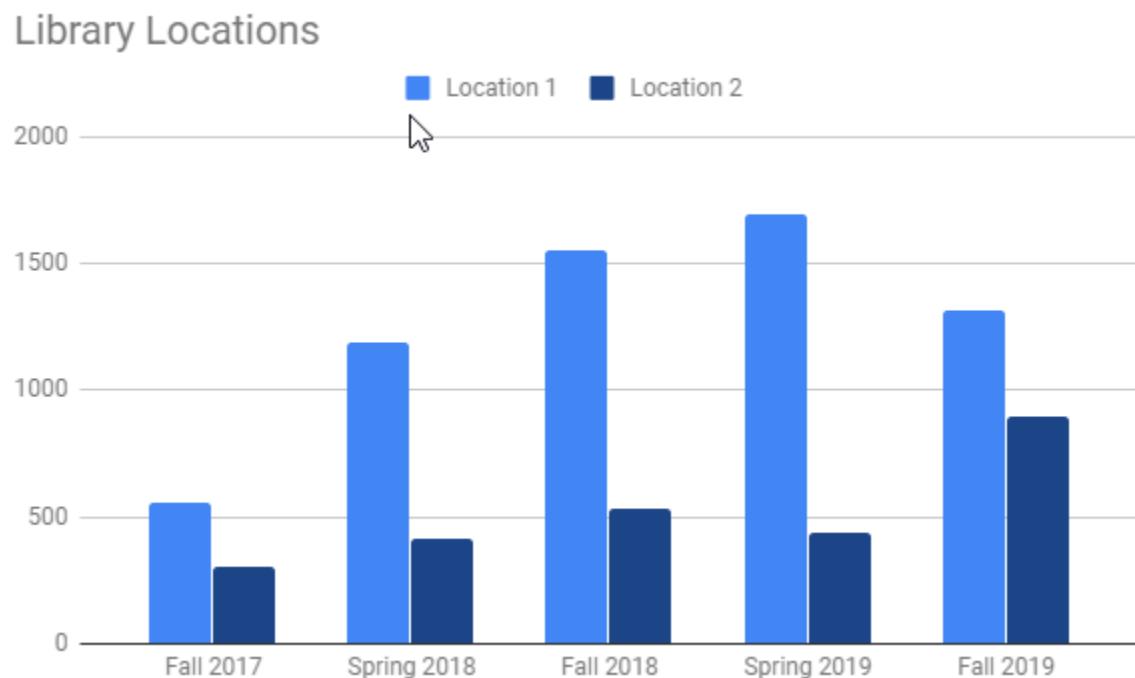
The measures are incorporated into the annual university assessment report, the library’s annual report, and the library’s strategic plan.

Data and Impact

To date, the textbooks have been checked out over 10,000 times since the inception of the program nearly three years ago, which represents 17% of the library’s circulation since 2017 (see table below). As demonstrated in the table, textbook reserve circulation has increased every year. The increase in circulation is correlated with an increase in foot traffic at each library location. When the university decided to move all 300 and 400 level undergraduate courses to a campus extension, the foot traffic increased accordingly.

Figure 2

Textbook Circulation by Semester and Location



The most circulated textbook is taught in MU's Seminar 101 course, a class that is required of students who are on academic probation. Such students are some of MU's most vulnerable. After reviewing the circulation numbers the OER team targeted the course for OER conversion. The team coordinator worked with the course manager to replace the commercial textbook with an OER, eliminating the need for the purchase of new editions of the textbook by the library and saving students money. The OER team coordinator has received qualitative feedback from the course instructors stating that the students prefer the free materials not only because they don't cost them anything but also because they are more relevant to them. The instructors prefer them because they have more agency in aligning the content with their students' needs. This impact story represents both facets of the library's textbook affordability initiative working together and serves as a model for future OER conversions. The second most circulated book, a 300-level psychology textbook, is used in a class that, in one of the author's roles as the behavioral sciences liaison, she will target in the coming academic year for OER conversion. In addition to the cost-savings generated by the textbook reserves program for students, a major benefit of collecting this type of targeted data is the opportunity to open a conversation with teaching faculty about selecting more accessible materials for their courses.

As previously mentioned, the library held 336 items for 56 courses on course reserve prior to the creation of the textbook reserve program, which circulated an average 400 times during the academic year. In the 18-19 academic year, the library held just 42 items on course reserve for 31 courses. The need for course reserves, which often included professor's personal copies of

textbooks and other course materials, has diminished with development of a comprehensive textbook reserves program.

Benefits and Opportunities

In addition to an increase in collection usage, implementing a comprehensive textbook reserves program has led to several unexpected benefits and opportunities for the library. The program has led to more connection between librarian liaisons and teaching faculty. Not only has there been an increase in communication, but librarians are more attuned to their liaison program's curriculum. The textbook reserves program has also opened a line of dialogue with teaching faculty about textbook affordability, specifically integrating OER into their courses in place of costly commercial textbooks. Librarians and teaching faculty are also having discussions about outdated or new editions of textbooks that are often more expensive. These conversations have led to some faculty opting for the older edition or adopting a more affordable option all together.

The library has also learned more about Marymount's online course catalog, and its limitations. For example, it is often very difficult or impossible to tell the difference between a course that has no textbook assigned and a course for which the faculty member has not yet submitted their textbook information, which has led to university-wide discussions about changing the way courses with no textbook costs are marked in the system. The program has also led to more connection with Marymount's peer WRLC libraries regarding textbook affordability; one of the authors was recruited to lead a task force to develop a WRLC-wide textbook affordability program, which has since been successfully implemented. Finally, the biggest benefit to the library is the increased connection with the student body at MU. The connection has been felt throughout the library, but really hit home for one of the authors when she overheard the student body president, while leading a campus for future students, state "and the best part of Marymount is that you do not have to buy any of your textbooks, the library has them all".

Stumbling Blocks

As with the development of any new program, the library encountered stumbling blocks and learned a few lessons the hard way. The first stumbling block occurred at the beginning of the pilot, when the working group attempted to design a workflow. It took several iterations to find the right way to divide the labor. Additionally, this program requires a considerable amount of time from the two designated staff members and the library had to rearrange other workflows to accommodate this change. As stated in the previous section, the online course catalog is difficult to use and often contains misleading or incomplete data. Since the library pulls textbook data from the online course catalog to guide the acquisition process, this has led to some complications. Fortunately, this system is set to be retired and replaced with a more user-friendly tool in the next few years and the library has been actively in the planning process to make the tool more usable.

Acquiring the textbooks also posed a challenge. The textbook reserves program requires a significant financial commitment. Fortunately Marymount had the funds within the library to begin acquiring textbooks in the fall 2017. The current global pandemic and the resulting financial challenges may have prevented the development of the program had it been proposed in

2020. Finally, the library would have liked to purchase DRM free electronic textbooks to provide 24/7 perpetual access for students but that proved impossible as most textbooks are not available for institutional licensing in that format and those that are often prove prohibitively costly.

Textbook Reserves and the Pandemic

Marymount's textbook reserve program changed dramatically during the 2020 pandemic. The library created a new workflow to help mitigate the sudden lack of access to the textbooks reserves that students had come to rely on, which consisted of scanning and providing temporary access to select chapters of the textbook reserves. Since March 2020, the library has scanned over 160 textbook reserve chapters, supporting over 30 academic programs. The pandemic has also dictated how the library is preparing for the fall 2020 semester. When possible, the library is prioritizing the acquisition of DRM-free electronic textbooks. The library is also doubling their efforts to proactively consult with professors whose students are heavy users of the textbook reserves on replacing their commercial textbooks with more financially sustainable options such as OER and library resources.

Looking Forward

The current global pandemic has exacerbated the educational equity/textbook affordability problem. Not only do students have more pronounced unequal access to their textbooks, they also have unequal access to critical technological resources such as reliable Wi-Fi, personal computers, and private personal space in which they can attend remote classes. The authors intend to continue to dedicate time and resources to addressing textbook affordability via their current initiatives in addition to exploring other channels through which librarians can support educational equity.

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Teaching into the Gray Areas: Designing Learning Activities That Encourage Higher Order Thinking and Research Skills

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Abstract

All too often, our library instruction sessions seem to wind up bogged down in the (boring) details of database mechanics rather than focusing on the more nuanced critical thinking and evaluation skills that we ultimately want our students to master. Come to this session and learn how to work with teaching faculty to incorporate challenging learning activities into your sessions while still meeting the basic informational needs and source requirements of the typical college level research assignment. There will be a brief showcase of two sample activities and then attendees will work together to design a critical thinking exercise that can be taken back and used in their own classrooms after the conference.

Building a Teaching Strategy Toolkit to Engage Learners

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Abstract

According to Terry Doyle, "The one who does the work does the learning." How much effort does an average instruction session require of students? This is the question of engagement. While good teaching takes time, good learning does, too! It has also been said that the lecture is dead and the only way to teach is through engaging students. There has been a shift in the higher education environment which focuses on active learning, collaborative teaching, problem-based learning, and inclusive teaching. Although the lecture is not actually dead, there are some small changes which may be used to highly impact your instruction. This session will examine research on deepening learning, engaging learners, and why engagement is beneficial for students. Participants will connect concepts from adult learning theory to goals of active learning, and discuss best practices for developing early career instruction librarians and building a community of learners with librarian colleagues.

Building a Teaching Strategy Toolkit to Engage Learners

How does one approach teaching and learning? Deepening student learning by engaging students is an evidence-based strategy, grounded in educational theory. The essence of learning is making sense of experiences, and humans learn much more from experiencing than from memorizing. Even in adult learning, theoretical learning cannot take the place of the knowledge, clarity and wisdom that comes from experience.

Literature Review

David A. Kolb, Professor of Organizational Behavior in the Weatherhead School of Management at Case Western Reserve University, published an important book in 1984 called *Experiential learning: Experience as the source of learning and development*. This book discussed learning through discovery and experience. It is grounded in the experiential work of Lewin, Piaget, Dewey, Freire, and James, forming a unique perspective on learning and development. Kolb explains how experiential learning occurs in four stages:

1. **Concrete Experience:** Adults learn best when they have concrete, hands-on experience with the topic. Learning that requires physical action or evokes strong emotional response is not easily forgotten.
2. **Reflective Observation:** Adults learn best when they have time to reflect upon their experiences and connect this new knowledge to their current knowledge. Analyzing and critiquing problems and situations lead to stronger learning in adults.
3. **Abstract Conceptualization:** Adults need the space and tools (to decode and break down abstract concepts and generalize their ideas) so they may create meaning and observe relevance to their own lives.
4. **Active Experimentation:** Hands-on tasks, where learners apply what they learn to real-life situations, leads to learning by doing. Active experimentation connects to concrete experiences, and thus the cycle repeats (Kolb, 1984).

After reviewing these four stages from Kolb (1984), remember that learning is a personal process. Each student has a unique way of seeing the world, and that individual lens affects how students approach learning. Joshua Eyler (2018), Director of Faculty Development and Director of the Think Forward Quality Enhancement Plan at the University of Mississippi wrote a book discussing how students engage with learning across the disciplines. This book, *How humans learn*, presents several different aspects of human learning. First, humans are naturally curious. Evolution primed people to seek solutions to problems to survive. Humans are literally wired to seek answers to questions. Curiosity is a key component to how humans construct knowledge.

Humans are also one of the most naturally social species on the planet. Students learn from observing and communicating with others and gain satisfaction from a sense of community and belongingness. Collaborating with other humans adds a unique dimension to our learning.

Thirdly, it is emotion that give meaning to social interactions. Cognition and emotion work together in a delicate balance, and most humans learn to regulate their emotions as children. Emotions significantly affect learning in both positive and negative ways.

Forth, humans are biologically attuned to information that ensures survival, and therefore look for authenticity. If the brain registers new information that is artificial, or unimportant- that information may fail to be embedded in long-term memory. Information that the brain reads as necessary to the task at hand is more likely to be retained.

The last aspect for learning is failure: human brains learn from failure. Risk-taking and failure are key components in problem-solving and research. Students must cope with the messiness of failure to learn from it. Resiliency, grit, and a growth mindset – all evolve from failure (Eyler, 2018). To further add to this knowledge, research indicates that there are three types of learners.

The first learner type is the surface learner. Most teachers know how to identify this type learner: the one in the back of the classroom with one earbud in, who does not really want to be there. This student will stay and do the bare minimum to get through any given lesson.

The next type is the strategic learner. Strategic learners look like the best student. They pay attention and participate, they find out what the teacher wants, they follow instructions. But they do not really question things or learn much new (DeWitt, 2016).

The last type of learner is the deep learner. Deep learners may not have the best grades, but they understand how they learn. They are curious, ask questions, and try to make sense of things as they are learning. Deep learners see the bigger picture. They can apply the knowledge they learn across disciplines and across different situations (Houghton, 2004). Surface learning “refers more to the content and underlying skills; deep learning to the relationships between, and extensions of, ideas; and transfer to the proficiency to apply learning to new problems and situations” (Hattie & Donoghue, 2016).

Why is all this important in teaching college students? Ken Bain, President of the Best Teachers Institute, and a former professor of history at Northwestern, Vanderbilt, the University of Texas, and New York University conducted a qualitative study over a fifteen-year period with 150 faculty. These faculty were known as the best in teaching at the time. Through his interviews, Bain (2012) found the following commonalities between them: successful college instructors understand how students learn. They provide opportunities that lead to success because they understand adult learning theory and the importance of curiosity, sociality, emotion, authenticity, and failure.

Students use current knowledge to construct their own meaning, and knowledge is not passively received. Instructors should provide opportunities for active learning and ways for students to connect their experiences to their lives, while also fostering intrinsic motivation. They should encourage students to reflect on their passions and interests to find motivation. The best teachers build confidence, not competition. They understand that students learn differently and are all at different places in their lives, even if they seem similar (Bain, 2012). “Human beings are curious animals,” after all (Eyler, 2018).

Teaching Strategies

What strategies may be used for engaging students during an information literacy guest lecture? What instructors know about learning may help students be more successful in college and in life. Most of instructors think of teaching and learning as the teacher giving information to students or spoon feeding. What if, instead, they considered ways to facilitate students getting information? In other words, facilitating learning rather than feeding facts.

There has been a recent shift in higher education to focus on the importance of getting students actively connected with lessons (Platow et al., 2013). Terms associated with this movement include active or engaged teaching, and collaborative teaching. There is a prevailing notion that the lecture is dead. Engagement is an important goal for educators, but the lecture is not dead, so there is good news for those who love to lecture. Instructors do not have to change everything about teaching, but should think about opportunities to get students to take some ownership of their learning. There are many small changes which may be used to engage students in facilitating their own learning.

Research provides several ways to encourage deeper learning. Here are six strategies:

1. Make content relevant
2. Allow students choices
3. Ask messy questions
4. Force reflective writing
5. Share oneself, and
6. Tell them why.

These strategies can be used to help students better learn in any course. So, how can an instructor bring these strategies to life in the classroom?

Make Content Relevant

To make content relevant, start by using current events, resources, and entertainment sources to inform your teaching. Match the student perspective, learn what students like to use, and use these things in class. For example, reference a recent Netflix original show instead of an old television series from the 1990s as students will better understand the connection. Does the class include dual credit high school students? They may have not yet read Shakespeare or other standard high school literature sources.

When teaching students how to evaluate information, ask for the student perspective. For example, ask if the student plans to purchase a used car, how does the student find reliable, authoritative information about the vehicle? Another popular strategy for relevance and meta-

literacy is to discuss how to select political candidates using credible sources or fact checking the news.

According to Robin Roberson (2013), Assessment Coordinator at East Central University, who has worked in both public schools and higher education:

Relevance is a difficult concept to pin down. It is mentioned in the education literature, but usually as an aside and seldom with an explanation as to its nature or structure...Based on my experiences, I define relevance as the perception that something is interesting and worth knowing. (para. 3)

She goes on to say that some teachers try to create interest with humor or games which “may attract the attention of students...[who] will remember the flashiness, humor, or who won or lost the game, but they will not remember the content” (Roberson, 2013, para. 4).

Relevance may also be provided by fitting the content into future academic or career plans. This technique makes learning more personalized and helps the student see themselves as reaching their goals. Relatedness and shared passion for a discipline, when added to learning, emphasizes the teacher-student relationship. Genuine enthusiasm for subject matter is important – it conveys that the teacher values the content, showing the content is worth knowing (Briggs, 2014).

Allow Students Choices

There are different learning activities to help students find relevance within the learning process. Allow students to choose their own research topics, create the guidelines for a project, or facilitate class discussions. This takes some class time but gives student ownership of what they are learning.

Many library databases provide lists of popular topics based on current events. *Gale in context: Opposing viewpoints* provides a useful and comprehensive list of issues with pro/con viewpoints for students to explore.

To further give students choices, let them choose their own sources to read (or watch) about a topic. Giving students a choice in how they present their learning gives them ownership of the project and allows for more creativity. Try using alternative assessments to meet learning outcomes as well.

Motivation to learn and offering choice in the classroom appeals to students' competence and autonomy, leading to self-motivation. According to a literature review by Margareta Thompson, Associate Professor at North Carolina State University, and Patrick Beymer, PhD candidate in the Educational Psychology and Educational Technology Department at Michigan State University, “Choice, acknowledgement of feelings, increased perceived...control and opportunities for self-direction can enhance intrinsic motivation because they promote feelings of autonomy” (Beymer & Thomson, 2015). Choices in learning lead to opportunities for personal growth and subject mastery. Thompson and Beymer (2015) also wrote, “...students who feel more capable of completing assignments...persist more on difficult academic tasks.”

A 1996 paper in *College teaching*, posted on the Valencia College Faculty Development website by Richard M. Felder- Hoechst Celanese Professor Emeritus of Chemical Engineering at North Carolina State University, and Rebecca Brent, President of Education Designs and former tenured Associate Professor at East Carolina University details how giving choices in student-centered instruction may impose “steep learning curves on both instructors and students” (Felder & Brent, 1996). It may feel awkward to both teachers and students to ask students to make these type choices and take responsibility for their learning, so instructors may want to try making small changes in giving students choices to avoid this type of roadblock (Felder & Brent, 2017).

Ask Muddy Questions

Learning activities can be used to introduce inquiry into the subject matter, moving students toward deeper engagement. Strategies using messy questions help engage students, “creating ambiguity for students to work through is essential to their development of critical and creative thinking and problem-solving skills” (Hudler, 2013). A reflective article by Edward J. Brantmeier, Assistant Director of the Scholarship Area at James Madison University and Kerri Lawrence, an Instructional Coach at an elementary school in Falls Church, Virginia, discusses how “...good questions send us on a quest to care, to know, to do good things.” Using questions effectively can be “...meaningful, both personal and connective, for students and teachers, and relevant...Deep teaching promotes sticky learning – the stuff that stays with one for years to come...found in the asking of good questions” (Brantmeier & Lawrence, 2013). To use this strategy effectively, think about the big, unanswered questions in the discipline and how students can begin to answer these questions as scholars (Platow et al., 2013).

One approach to information literacy instruction using messy questions is problem-based learning. Students are asked to solve problems with research and create new questions about what information is missing. Social justice and environmental topics related to the disciplines work well with problem-based research questions.

Encourage students to ask their own questions on information literacy topics using social media to see how the public perceives a specific topic. Allowing students to share experiences with each other helps to create openness toward multiple voices in the classroom and thought diversity. Brantmeier and Lawrence (2013) also describe a “ripple effect” for students to learn how to dialogue on social issues outside the classroom.

Force Reflective Writing

Effective reflection requires students to answer questions about their own views and experiences while connecting the new learning to past knowledge. Reflective writing forces students to think more deeply about an issue or assigned topic. Give students time to reflect on learning by using punctuated lectures or guided notes. Pause during lectures and ask students to reflect, then compare notes with peers.

Try using Think/Pair/Share during your lectures – share content in chunks and ask students to pause and write notes. Ask students to share their notes, and they will often find they missed

some of the content while focusing on other aspects of the content. This exercise also helps students learn how to take better notes.

To force reflection, allow class time for short writing reflections, such as the one-minute paper. Give students five minutes during class to answer a thought-provoking question on the topic at hand. This should be a question that encourages the student to reflect on how some new knowledge fits with the students' current knowledge and provides the opportunity to provide opinion on the topic. Research shows that the more students reflect on a topic, the deeper the learning.

Ask students to write short answers in a 3-2-1 format – list 3 new things they learned during class, 2 things that surprised them, and ask them to list 1 question they have at the end of class. If students turn in these short, reflections at the end of class, as an exit ticket, it helps the librarian see what questions that students still have at the end of class, and inform what content they found most relevant and important.

Share Personal Experiences

Another key strategy for success is for instruction librarians to share some of themselves. Stories about oneself may be used as introductions or to engage reluctant learners, according to Jordan Catapano, a high school English teacher from the Chicago area who blogs for TeachHub.com. “In its simplest form, storytelling remains a powerful element of communication... [as it] humanizes learning. It offers us the opportunity to connect to like-minded characters or see the world literally from within someone else’s skin. Stories touch our emotions...” (Catapano, 2015, para. 12).

Students may be apprehensive about group presentations or writing a major research paper. The librarian may want to talk about their own experiences in learning to make presentations or create research papers. Some librarians have published books or have articles published – a story about how they went from a student researcher to a published author helps students develop a growth mindset toward writing-intensive assignments.

Tell Them Why

The final strategy suggested is to always tell learners “why.” Explaining to students why they are learning a certain topic and how it fits into the bigger picture is an invaluable piece of deeper learning. Share outcomes and objectives, explain why to use active learning or reflective journals, explain why the textbook was selected, and be transparent. Knowing why makes it easier for students to connect the dots (Briggs, 2014).

Librarians may approach this perspective by discussing how difficult it is to find accurate information. Students who see how understanding research strategies help them find information about the news, major purchases, or social justice issues help motivate them to improve their information- seeking skills.

Conclusion

As Terry Doyle, Professor Emeritus of Reading at Ferris State University wisely stated, “the one who does the work does the learning.” Instruction librarians should consider who does the work in their classes, and whether they spend hours preparing lectures so that students can learn? How much effort does the average lesson require of students? This is the question of engagement! While good teaching does take time, good learning does too.

What is engagement? To learn well, students must pay attention to the new information, and spend time and effort on the work of learning. Teaching practices that support engagement ensure that students have the best conditions for learning. Richard R. Hake, Physics Professor at Indiana University, Bloomington, studied more than 6,000 physics students and found that students in engaging courses performed two standard deviations better on tests of critical thinking than those in non-engaging “traditional lessons” (Hake, 1998). Research in active and engaged teaching has connected engagement with the following student improvements: improved student understanding, improved student retention in general student population and in underrepresented minorities, increased content knowledge, critical thinking and problem-solving abilities, and positive attitudes towards learning in comparison to traditional lecture-based delivery, and increased enthusiasm for learning in both students and instructors. In fact, in study after study, active and engaged teaching strategies have been found to improve student outcomes at all levels over traditional, non-engaged teaching (Smith & Colby, 2007).

Even though most cognitive psychologists now assert that active teaching should be the predominant educational method across colleges and universities, it is rarely being used. Consider this quote from a 2003 paper on the importance of using learning science when teaching in higher education by Diane F. Halpern - Professor of Psychology and Director of the Berger Institute for Work, Family, and Children at Claremont McKenna College, and Milton D. Hakel, Psychology Professor at Bowling Green University:

Like virtually all college faculty, they teach the way they were taught. But, ironically, (and embarrassingly), it would be difficult to design an educational model that is more at odds with the findings of current research about human cognition than the one being used today at most colleges and universities. (p. 37)

Researchers Richard Arum, senior fellow at the Bill and Melinda Gates Foundation, and Josipa Roska, Associate Professor of Sociology and Education at the University of Virginia, (2011) used the Collegiate Learning Assessment test (CLA) and found in a sample of 3,000 college students that 45% showed no significant gains in learning after two years, and 36% showed little change after four years. Students reported in this study that they spent an average of 7% of their time each week studying as compared to 51% socializing, that 35% of students said they spent five (or fewer) hours each week studying on their own, and 50% of students said that in a typical semester-long course they wrote less than twenty pages.

Given this information, take a moment to consider whether most college students are “doing the work” as Doyle suggested. It is important to be concerned with the type of engagement is best

for students. Elizabeth F. Barkley (2010), a Music History Professor at Foothill College, who teaches others how to use active teaching strategies, explained it this way:

Learning activities will be most successful if students are engaged on a cognitive level – where they are thinking about what they are doing, an affective level – where they enjoy what they are doing and give it their full attention, and, when possible and appropriate, on a kinesthetic level – where they apply the theoretical and abstract by actually doing a physical activity.

Our goal as educators should be to engage students on as many levels as we can. If students are “zoning out” then they are not learning. This also means that hearing is not the same as learning. Most individuals have been in the position of listening to someone speak, only to realize they have no idea what the other person is saying. This indicates a lack of engagement with the speaker at the cognitive level. Learning always requires attention and generally requires active effort.

If learning is not enjoyable, students will not do the work. Students can easily lose focus if they are not motivated to learn the specific material. One way to help the work remain enjoyable is to ensure students understand the relevance of the material to their own lives and career goals. Create learning tasks that invite students to work with the material. Allow students the chance to have some hands-on practice to focus attention on learning.

Cognitive psychologists suggest that for best learning, all opportunities to engage are not created equal. When developing learning tasks that will engage our students, finding the level of challenge that is “just right” is important. That level is known as desirable difficulty. Creating learning tasks with desirable difficulty is an evolving target - difficulty should increase as students become more expert in assigned activities (Bjork & Bjork, 2011). Librarians need to keep an eye on their students and watch for signs that they are offering too much or too little challenge for them. Aim to keep it just right.

Take a moment to consider strategies that might work in different classrooms, and alterations that can be made to better suite them to specific scenarios. As music professor Elizabeth Barkley from Foothill College says in her book, *Student engagement techniques* (2010), “if you don’t know where you are going, how will you know when you get there?”

The authors of the book, *Teaching for learning* (2016), Claire Howell Major, Professor of Higher Education and Department Chair of Educational Leadership, Technology, and Policy Studies at The University of Alabama, Michael S. Harris, Associate Professor and Director of the Center of Teaching Excellence at Southern Methodist University, and Todd Zakrajsek, Associate Research Professor and Associate Director of Fellowship Programs in the Department of Family Medicine at the University of North Carolina, provide a lot of research support for the idea that in most learning situations, structure is important. Students do better when they have a lot of guidance. They need to know what they will be learning, how to engage with it, and what is expected of them. This means that instructors need to know all these things first. When developing a plan, consider the following: learning objectives, timing, and opportunities for engaging.

Every engaging lesson plan should start with learning objectives. Goals should be student rather than professor focused. Objectives need to be measurable. Plan to assess students for most of the objectives presented to them. If objectives cannot be measured, they cannot be assessed.

Next, think about timing. Experts suggest giving students time for engagement between rounds of new learning. Consider these basic rules: after every fifteen minutes or so of lecture, provide an opportunity for an engagement opportunity, and have an alternative activity to give students a second chance at learning the information. Barkley (2010) suggests providing multiple ways to engage and consider using high impact methods like practicing a task, teaching others (peer teaching), and discussions.

Learning researchers know that experts learn information in their subject area more quickly than novices in the same area. As new information comes in, they easily file it in their memory by connecting it to things they already know (Halpern & Hakel, 2003). During class, point out connections for students, or invite them to find their own. This can be done with class discussion, peer teaching opportunities, or even brief writing assignments. While these activities and discussions take time, they remind students that knowing one thing can help with learning something else. In this way, time can be saved in class and help them begin to think like experts.

In an engaged classroom, there needs to be time for student questions and instructor feedback. Feedback matters because part of engaging students is ensuring that their learning is progressing well. If instructors are not regularly checking their students' understanding and giving feedback, they may move on to a new subject without realizing that students did not understand the last one. Remind students that mistakes are a part of learning, and mistakes can be celebrated.

Many instructors were educated in lecture-only lessons, and may have never seen how to teach in another way. Instructors may be a content expert in their field, but have had very little training on pedagogy, andragogy, educational science, or cognitive psychology. That is ok. Many of the best educators were once in the same place. The great thing about needing extra practice in engaging students is getting to share stories with students about being a lifelong learner. Be a role model. Think about how students should behave in the class if they were struggling.

Read books about active teaching and talk with librarian colleagues about student engagement techniques. Consider subscribing to some teaching podcasts / newsletters. Many instructors quickly find that they can be an expert in student engagement and can then teach it to colleagues. When librarians share teaching successes, they improve the way students are served.

Moving toward engaged teaching is not all or nothing. Consider small changes rather than an entire curriculum redesign. Pick one topic each week or each unit to convert. Focus only on providing engagement opportunities for those topics. After a few semesters, many instructors find that they have a wealth of active strategies for courses. Another option is to simply develop a list of "back pocket" engagement strategies. That way, if students begin losing a connection to the material or getting seem lost, they can be brought back to the work of learning.

All this work is easier with a friend. Team up and invite a colleague to work together and exchange ideas. Scheduling collaboration sessions is key. If time is not set aside, it will be easy to skip it. Mark out a bit of time on the calendar each week to explore new strategies for

teaching. Enjoy the journey, and work on developing a growth mindset for active and engaged learning.

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Cracking the Code: Building an Assessment Plan with Student Discussion Boards

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Abstract

Library instruction sessions offer students a chance to learn a variety of information literacy skills and often give them a chance to apply these abilities with a librarian close by for assistance. But how can the librarian be sure the tips and tricks being taught are retained beyond the classroom? In the Fall of 2019, librarians at the University of Missouri-Kansas City recognized an assessment gap in their library instruction program. Undergraduate student responses to source evaluations were assessed after completing the program's flipped classroom educational module but not after in-person instruction sessions—a pre-test without a post-test. In an effort to measure the effectiveness of classroom instruction, librarians created an assessment plan and tool to capture results post-instruction. Students were asked to respond to information literacy questions in a Canvas discussion board within 24 hours of receiving instruction regarding sources found. A total of 231 students reported 411 sources on the discussion board. The posts were extracted from Canvas and imported into OpenRefine, where the data was anonymized, organized, and generally cleaned up. Data was then coded by the librarians using Google Forms, replicating the assessment process for each source presented by the students, both scholarly and popular in type. With a new data set, the librarians were able to create visualizations and identify trends from the student responses. After analyzing the coded information, librarians were able to then alter lesson plans with the intention of better meeting the student learning outcomes for undergraduate library instruction.

Cracking the Code: Building an Assessment Plan with Student Discussion Boards

Beginning in the Spring of 2019, librarians at the University of Missouri-Kansas City (UMKC) adapted a face-to-face library instruction lesson plan to help reach and accommodate underserved online students enrolled in a required undergraduate course (Hartwell et al., 2020). The online workshop delivery model was piloted during the Summer of 2019. Post-pilot, the UMKC Libraries general education team identified an internal assessment gap and a need for a new assessment tool to evaluate the effectiveness of library instruction sessions based upon the modifications made. The team, consisting of instruction librarians and academic library fellows, designed an assessment process to evaluate student work submitted to discussion boards in the Canvas learning management system (LMS) in order to identify changes needed to achieve established student learning outcomes for both face-to-face and synchronous online library instruction sessions.

Literature Review

Although representing early scholarship about synchronous, remote online information literacy instruction, Buchanan, Luck, and Jones (2002) mirror current concerns reflected in information literacy instruction. The researchers focus on the need for online instruction as a way to meet the needs of diverse learners, especially those who are underserved in synchronous classroom-style sessions. More recently, Kvenild, Eastman, Davis, and Conerton (2018) touch upon the continued need for librarians to support diverse learners as electronic resource delivery grows and university coursework moves toward distance education. Both articles further explore the importance of collaboration between librarians and instructors to tailor the learning experience for students. These researchers made it apparent that assessment, and documentation of that assessment, would be key to the online synchronous workshop model project.

Both daunting and liberating at once, there are as many assessment tools and methods as there are programs to be assessed. To further complicate matters, as Henrich and Attebury (2012) point out, there is a deep asymmetry between the growth of online library instruction sessions offered and the available literature on assessment of these programs. The latter is not surprising considering that the majority of assessment results are disseminated as internal reports rather than being made available through conferences and journal articles (Sobel & Sugimoto, 2012). As the team embarked upon their journey to define and create an assessment method for the new online workshop, it was imperative to match student learning outcomes with a constructive way for analyzing the effectiveness of instruction. Gilchrist and Zald (2008) figured heavily into the team's exploration of assessment methods. Perhaps the authors' greatest contribution to the discussion of assessment not only highlights the many types and ways with which the assessment types may be used throughout a program analysis, but they also make the distinction that well-defined and carried-out assessment measures the effectiveness of both the teaching and the program. While student learning outcomes are vital to instructional design and assessment, a reflective process is necessary to focus analysis on the effectiveness of instruction and instructor alike.

The integration of library instruction and assessment tools in to an LMS like Canvas or BlackBoard has proven effective. Henrich and Attebury (2012), discussed earlier, prove the

benefits of this delivery method; however, of potentially greater note, Lowe, Booth, Tagge, and Stone (2014) discuss the benefits of course-based assessments in the LMS. Despite the many challenges presented by LMS integration of assessments, the authors explain that these tools not only reinforce student learning but also provide a means of assessment that is highly usable by both librarians and instructors. Haber (2020) offers one of few available assessment projects utilizing LMS discussion boards as assessment tools. In a poster presentation, Haber outlines a four-semester assessment period in which undergraduates responded to post-instruction discussion board questions on topics such as source evaluation and bias. And with a similar approach, the team from UMKC enters the ongoing conversation involving the use of LMS and assessment for library instruction.

Methodology

Background

Prior to the synchronous online workshop trial in the Summer of 2019, the team assessed classroom library instruction with a rubric developed and created by a previous iteration of the general education team. The rubric primarily assessed student responses from a synchronous in-class group activity regarding the credibility and relevance of resources. Although the rubric was an effective assessment tool, it became clear early in the planning process that it would not adequately accommodate the online workshop with regard to both format and content. With the student learning outcomes and online workshop lesson plan in mind, the team developed a post-session activity involving a discussion board that would be delivered to students inside their Canvas course.

The discussion board (Figure 1) prompted students to locate one scholarly and one popular source, provide information regarding the methods used to find the sources, and include additional feedback regarding the credibility of the sources and their relevance to the students' research topics. The team's initial assessment timeline included data collection during the Summer of 2019 with full assessment and analysis in the Fall of 2019.

Figure 1

Discussion Board for Post-Library Instruction Session, Showing Prompts for Students to Answer After Finding Requested Sources

Discourse 300 Post-Library Workshop Discussion 3

All Sections

Thinking ahead to your next research assignment, find two resources--one scholarly source and one popular source--that relate to your planned topic and answer the following questions about each:

1. Title, author, and publisher.
2. Where did you find this source?
3. Who is the author's intended audience?
4. Note anything else you notice about the credibility/relevance of this source.
5. Would you use this source as a reference for your current research assignment? Why or why not?

Please keep in mind that these sources do not have to be the "perfect source," so there's no need to spend tons of time researching.

REMINDER only post to this discussion after attending a UMKC Libraries Workshop.

The screenshot shows a discussion board interface. At the top, there is a search bar labeled "Search entries or author" and several small buttons for "Unread", "Reply", and "Subscribed". Below the search bar is a large input field for replying, with a "Reply" button on the left. The main area contains a single post with numbered questions and a note about using them as references.

After its pilot launch during Summer of 2019, the online workshops were again offered in the Fall of 2019. For all face-to-face and online sections of the Discourse 300 course, a little more than 52% of the instructors requested library instruction. A questionnaire was created in Google Forms and sent to instructors to gather specific information for scheduling purposes. Part of this form involved agreements to be approved by instructors through the checking of boxes, including one by which they would agree to assign library course materials through Canvas to be completed before arriving at the library, and for students to come to the session with a topic prepared for activities. Unfortunately, this was neither enforceable by the library nor, in many cases, required by students for a grade, an element left to the discretion of the instructor. As both transparency and trust were valued by the team, another box to be checked noted the instructors' agreement to allow librarian enrollment in the Canvas space for the purpose of providing support and gathering Research Essentials assessment data. The allowance of a librarian in the course was imperative to accessing the discussion board assigned among the library course materials.

In addition to instructor buy-in for the program, the team found it necessary to address inter-departmental workflow and capacity issues with regard to the discussion board posts. Although the posts ultimately allowed the team to assess the quality of instruction, librarians carefully considered the benefits and challenges of adding a more formalized dimension to the reading and analysis of posts, including replying to students to offer feedback and guidance when responses were incorrect or incomplete. For the Summer pilot, the team assigned a subgroup of three librarians to respond to each discussion board post. From a capacity standpoint, it was quickly

apparent that the department would not be able to adequately add the task of responding to posts to the workload, especially with the volume of students expected in busier Fall and Spring semesters. Based on lessons learned during the Summer pilot, librarians removed the step of responding to discussion board posts from the workflow, opting to only use responses internally for the assessment process.

Extracting Student Responses

In order to examine the student posts made on the discussion boards, the team needed to extract the data from Canvas while ensuring that no student information was retained for reasons of security and anonymity. Because of the LMS design, embedding a librarian in a single discussion was not possible. Ultimately, two librarians were embedded in all of the Canvas sections participating in the program, allowing access to the discussion boards assigned by the library. In order to allow discussion post visibility for the rest of the librarians on the team, the student responses had to be extracted. The Canvas LMS possessed no inherent way to extract material, and copying and pasting all the responses was simply going to be too much work. Combing through community forums on the Canvas website, it was clear that there was a significant desire for such a feature to be added to the LMS. Librarians eventually located the link to a Python script available in GitHub which would facilitate this extraction (dsp444, 2019). This script allowed for a user with Bearer authentication through an institution to convert Canvas discussion board posts and save them as a single file in JSON format. An embedded librarian was able to input three arguments—institution name, course ID, and discussion ID—from the discussion board’s web address and use the Python script to generate results to be saved as a text file. Because the generated text files contained student identifying information, the team had to consider security for transferring and storing the data. Using a proxied cloud storage system approved for use through the University of Missouri system, the text files were stored until the discussion posts had been stripped of student information before deletion from the cloud.

To remove unnecessary information from the text file, the data was copied and pasted into OpenRefine, “a free, open source, powerful tool for working with messy data” (OpenRefine, n.d.). The authors of these proceedings paper were introduced to OpenRefine during a records management course as part of their MLIS program and were eager to apply a budding familiarity with the tool to this new assessment project. Because the data in the instruction assessment setting was structured differently than that of the messy data cleaned in the classroom, there was a significant learning curve that had to be overcome with trial and error, particularly involving the writing of expressions using General Refine Expression Language (GREL). A GREL script was then developed in OpenRefine that, when applied to the data imported from the text file, would remove unnecessary information, including leftover HTML elements from Canvas, and leave only the text from the discussion board.

Downloading OpenRefine to network computers, the team was reassured of security concerns by the open-source tool that all data would remain privately stored on a small, local server through the application until deleted by the user. There were issues encountered in receiving permissions from the University’s tech services department to download an updated version of Java, which is required to run OpenRefine, and only one librarian was allowed to operate the full installation when the time came to extract and clean up data. Because of this, all development and testing of

GREL scripts in OpenRefine was completed on personal computers using discussion boards created for this project in a Canvas sandbox.

Once the data was imported and cleaned, librarians downloaded an Excel spreadsheet containing only unidentified discussion posts. The process of extracting discussion board data and cleaning in OpenRefine was completed for each participating course, and the data in individual spreadsheets was combined into a master document. After dividing the number of total posts by the number of those librarians assessing the data, separate sheets were created in the master Excel file to contain the posts to be assessed by each team member. A sheet in the master file was created to include all of the discussion posts divided by course number and instructor name for easy identification in case there was a need to recover the original posting in Canvas.

Assessment Form

To create the assessment form, the team formulated a list of expected answers for each of the discussion board prompts given to the students based on experiences in the classroom. These lists were then entered as a multiple-choice response, using Google Forms. Because students were asked to find both a scholarly and a popular source, the assessment form was set up to repeat the questions so each source description could be separately assessed. A question was also included for the assessor to indicate whether the source discovered by the student was either scholarly or popular. For each discussion post, the assessor was also asked to indicate which numbered row from the Excel spreadsheet was being assessed to ensure all posts were examined and for easy identification in case there was a need to recover the original post in Canvas.

Understanding that student responses would not always match the predictions of the team, an “Other” category was provided as part of each list in the assessment form with the instructions to provide clarification for any outliers in a free-response paragraph section at the end of each page. A failsafe option was included in case the assessor found themselves unable to assess the responses for any reason. This section was thoughtfully titled “I can’t even!!” Only this section and the one for clarification of “Other” were indicated as not required for submission of the form.

The Assessment Period

The team adhered to the practice of assessment calibration through inter-rater reliability upon the commencement of the assessment period. For the inaugural period, inter-rater reliability testing began in November 2019 and included five discussion board posts that were randomly selected from the Fall of 2019. Team members were given one week to code and submit the test posts, then they met to view results and discuss any refinements and calibrations necessary to move forward for the full assessment.

While there was a great deal of inter-rater consistency for student responses related to resource type, the variety of answers from students on questions related to audience and relevance to their assignment required lengthy discussions in an effort to refine the assessment form and rater expectations. The team found it necessary to greatly expand upon the assessment form options for coding relevance-related discussion post answers.

Upon the completion of the necessary edits to the assessment form, including the addition of the "Other" and "I Can't Even!!" sections, the team conducted two additional rounds of coding practice for inter-rater reliability calibration. By late November 2019, the team felt comfortable enough with the form and process to collectively decide that the assessment period could commence. With the discussion posts divided among the five team members, a deadline was set for early January 2020 for coding and submission with the assessment form. In hindsight, one month proved to be more time than necessary. Although everyone managed their coding and time differently, about two weeks was deemed the ideal amount of time for discussion board coding going forward.

Results

Using Google Forms to create the assessment form meant data visualizations could also be viewed in bar and pie graphs based on the coding responses. Unfortunately, the team had not considered that the coding conducted as part of the inter-rater reliability testing would also be included in the results within Google Forms. With this in mind, the results were downloaded as an Excel file and imported into OpenRefine (Figure 2). Here, multi-value cells were split, which allowed for each coded answer to be seen and counted as an individual cell in cases when multiple answers were selected for some responses on the assessment form. In some instances, the same answer would register as slightly different in various iterations, and text facets made it easy to identify and adjust these incongruencies through the clustering feature. Text facets also provided counts for the number of times each coded response was made for each question on the assessment form.

Figure 2

Sample of Coded Responses from Assessment Form Submissions in OpenRefine After Data Cleanup

210 records										Extensions: Wikidata ▾
Show as: rows records Show: 5 10 25 50 records										« first < previous 1 - 25 next > last »
All	What row is this	Scholarly:	S1. Title, author,	S2. Where did yo	S3. Who is the a	S4. Note anything	S5. Would you u	Popular:	P1. Title, author,	P2. Where did y
					Researchers					
			Author		Practitioners / Professionals				Author	
			Other (Indicate in section below)							Publishing company
11.	14	Yes	Title	Database (named)	Specified group of general public	Currency	Yes as supplemental	Yes	Title	Google / Internet
			Author			Other (Indicate in section below)	Yes (relevance)		Author	
			Publication title						Publication title	
12.	15	Yes	Title	UMKC Libraries / main search box	Specified group of general public	Author credentials	Yes for core argument	Yes	Title	Website
			Author			Authority	Yes (relevance)		Author	
						Citations / Bibliography			Publishing company	
						Other (Indicate in section below)				
13.	16	No	Other (Indicate in section below)	UMKC Libraries / main search box	Specified group of general public	Other (Indicate in section below)	Yes (relevance)	No	Title	UMKC Libraries / main search box
									Author	
									Website title / URL	
14.	17	Yes	Title	UMKC Libraries / main search box	Specified group of general public	Journal / Source credentials	Yes (credibility)	Yes	Title	Website
			Author				Yes (relevance)		Author	Google / Internet
			Publication title						Website title / URL	
15.	18	No	Title	Database (named)	Specified group of general public	Currency	Maybe (relevance)	Yes	Title	No response
			Author						Author	
			Publication title						Publication title	
									Website title / URL	
16.	19	Yes	Title	Database (named)	Experts / Researchers	Author credentials	Yes for core argument	Yes	Title	Google / Internet
			Author		Practitioners / Professionals	Author experience	Yes (credibility)		Author	
			Publishing company			Authority	Yes (relevance)		Publication title	

The results were collected and used to create visualizations, all of which were examined and discussed by the team over multiple meetings. While the team was pleased with the overall results, there were some issues that needed to be addressed, both regarding the assessment process and student responses. While 231 students were asked to participate, 210 discussion board posts were submitted to assess, and a total of 411 sources were reported. From this amount, 179 responses correctly identified and described scholarly sources, and 169 responses did so with popular sources. In some cases, students did not provide more than one source, as the discussion board prompted them to do, while some students reported more than the requested amount. There was additional concern that only articles were being considered as scholarly, specifically categorizing all books as popular sources.

A few other results were of particular interest to the team. From the options for coding responses regarding the audience of scholarly sources, 38% fell into the category of “Specified group of general public,” which led the team to consider the description of scholarly audiences as not adequately addressed in the lesson plan. Select examples of responses for audiences of scholarly sources include, “people of the United States,” “mothers of children that [eat] cereal for

breakfast,” and “normal people.” The frequency of such widely varying answers for scholarly sources reaffirmed that this area needed to be addressed in the lesson plan.

There was further discrepancy found in the identification of publishers based on the coding results. Overall, 85% of responses provided the name of the publication, often the journal title, which was the anticipated response, and 58% named the publication company, including Sage and Taylor & Francis. Looking closer at the responses, the team realized the vagueness of the discussion board prompt which simply asks for “publisher.” Additional concern came from a particular expectation of the team. In the final discussion board question, students were asked whether they would consider using the found source for their current research assignment. For those that responded affirmatively, the team expected that students would indicate whether the source would be used as supplemental material or for the core argument, considering that this is addressed in the lesson plan. Discussion around this question highlighted how, in its format at the time of assignment, the discussion board did not prompt students to identify their research topic, leaving members of the team often curious as to what various couplings of sources could be used for in research together.

Although OpenRefine facilitated the cleaning and ordering of data for a large portion of the coding, the “Other” category on the assessment form and subsequent notes of clarification as provided by the assessor proved too challenging for data work in the software. The content pulled from this section was placed in an Excel spreadsheet for analysis. The creation of simple visualizations was found to be possible; however, the visualizations were largely unhelpful in analyzing the data. These visualizations were followed by verbatim data and phrases taken from each response in the assessment form. The analysis of this data by the larger group was more time consuming and labor intensive, yet yielded results that led to decisions and changes for future assessment.

Future

Looking toward the Spring of 2020, the team decided to continue this assessment process with some changes made to the discussion board. The prompts largely remained the same, although clarification was added to include the expressed option for students to provide either the publisher or publication for each source. The updated discussion board also requests that students indicate their research topic, the reason for this primarily being so the team will be able to internally assess the relevance of sources being selected for the discussion board responses. Changes were also made to the lesson plan. For an in-session activity, during which students are asked to examine two sources and identify a potential audience for each, a definition of audience is provided on the worksheet and emphasized during full-group discussion. An additional element added to the lesson plan involves encouraging students to view the discussion board as more of an opportunity to advance their research rather than merely seeing the assignment as a chore. The hypothesis for this modification is that students may find more relevant and worthwhile sources in their search, resulting in more information provided in the discussion board posts, or at least the minimum of two sources.

The general education program at UMKC will implement an entirely new set of courses beginning in the Fall of 2020, and the library has been invited to be present in every required

course. The course assessed this year will be phased out, though there will be a few offerings during the next academic year for current students finishing the requirements of the current program. While there are many adjustments being made for future library instruction sessions, there is not a broad change in the planned curriculum; there will still be instruction of information literacy with emphasis on credibility, relevance, and authority in sources. Assessment for the new program will need to change and the role of the discussion board assignment will have to be adjusted for implementation in future library instruction sessions.

Conclusion

After modifying the lesson plan based on results from a new assessment process, the general education team will consider making additional changes for the limited continuation of this course after a similar assessment of the Spring 2020 discussion board posts. The efforts, successes, and shortcomings realized through this assessment project will undoubtedly benefit all library instruction lessons, assignments, and assessments going forward at the UMKC Libraries. As a greater number of courses move to a total or hybrid online delivery system due to the coronavirus pandemic, a sound method of online information literacy assessment is necessary, and the consistency discovered and hoped for through the use of discussion boards will allow for more uniform experiences for students and librarians alike.

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Making the Most of Libapps

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Abstract

LibApps is a commonly used tool in most academic libraries. The most popular tool is LibGuides which is used for creating research, course, and subject guides. But are the other apps worth the time and money? Depending on what you want to do, yes! When the Systems Librarian left in summer of 2019, the presenter was given responsibilities for LibApps. Having only really used LibGuides before, it was an interesting experience to get to discover and experiment with all the options in the different LibApps. Through this, the librarians were able to improve many library services such as one-on-one appointments, forms and surveys, floor count and study room count statistics, and booking maintenance. Many things worked and many things did not, but by using LibApps to the fullest potential the library has prevented future problems and saved money.

Neither Rain, Nor Sleet, Nor Gloom of Night: Maintaining Library Services During a Medical State of Emergency

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Abstract

In March 2020, the governor of one Midwestern state declared a State of Emergency after several individuals had been diagnosed with COVID-19. Universities within the state quickly made the decision to suspend all face-to-face classes for a minimum of several weeks, and students were encouraged to leave campus. Initially (at the time of writing), campus services were expected to continue. This session will share the experiences of a multi-location library system at one institution. Within the week following the emergence of COVID-19, the Libraries began to piece together scenarios for:

- Remaining available to faculty and students remaining on campus [albeit without some student employees]
- Developing procedures for making books, videos, and textbooks available to students who chose to leave the University for the duration of the emergency.
- Being sensitive to the needs of employees who belong to one or more high-risk groups or who have such individuals in their households.
- Quarantining materials received from areas where there is community transmission of COVID-19
- Preparing for the possibility that the institution will escalate to essential staff only or require some/all employees to work remotely.

The question and answer portion of the presentation will include time for members of the audience to share their experiences with similar situations and to ask questions.

Neither Rain, Nor Sleet, Nor Gloom of Night: Maintaining Library Services During a Medical State of Emergency

As the COVID-19 virus began to spread across the United States, many colleges and universities began to suspend face-to-face instruction. The University of Washington was among the earliest to do so, on March 6 (University of Washington, 2020). Such closures were accompanied by closing campus libraries to the public. On March 13, 2020, the governor of Ohio declared a State of Emergency in response to the spread of the COVID-19 in that state. The Ohio State University was the first to announce a transition to online instruction, and on March 18, all libraries at the University closed, transitioning to online provision of library services (Ohio State University, 2020). Shortly thereafter, many state-affiliated institutions announced a similar arrangement. For most of these institutions, the transition to virtual instruction and library services coincided with either the beginning or end of their Spring Break. These transitions either coincided with student departures or took place while students were away from campus.

Most of Ohio's public and private colleges and universities participated in OhioLINK's system which allowed patrons to make unmediated requests for books and other items at the libraries of member institutions. Because of the number of institutions ending onsite library services, OhioLINK and its delivery contractor decided that this service was no longer sustainable. Pick-up of materials ended on Tuesday, March 17, with deliveries to any institutions still open continuing through Thursday, March 19 (OhioLINK, 2020).

For Miami University, the situation was more challenging. Although Miami is also a state-affiliated institution, it offers a series of three-week Winter Term classes each January. As a result, the starting date for Spring Semester, as well as Spring Break, fall later in the calendar year than at other schools. March 20 was initially scheduled to be the last day of classes prior to Miami's Spring Break; however, events moved more quickly than planned, and in-person classes ended at 8:00 a.m., Tuesday March 10. The Libraries continued normal operating hours as an essential service through Tuesday, March 13; then switched to abbreviated hours the following day. The last date on which the Libraries were open was Monday, March 16, at which time the library began to operate virtually.

Ohio's stay-at-home order became effective the next week on March 23, 2020 (Miami University, 2020).

This paper will discuss developments since the closing of the Libraries' facilities on March 23, 2020, focusing on efforts to quickly identify and implement a "new normal" for conducting services in a virtual environment; identifying projects hourly staff could complete from home. In addition, this paper will share the discussions about the presumed re-introduction of face-to-face services in physical library spaces for Fall semester classes, through June 30, 2020.

Literature Review

The safeguards inherent in the review process for peer reviewed literature means that scholarly articles about library responses to the COVID-19 outbreak are only beginning to appear. Nevertheless, discussions about this topic have appeared in other formats such as listservs, trade

publications, and webinars, and will likely continue as this situation begins to evolve. This review, and the following discussion of the Miami University Libraries' response, will be predicated on information available through the end of June 2020.

Savic discusses the widespread emergence of Work from Home (WFH) as an alternative to work performed in traditional workplaces with close physical proximity. She points out that the change in the location of work results in the need for changes in communication and in the need to ensure that employees have the requisite skills and equipment needed to use digital communication tools (Savic, 2020).

Several articles address the ways in which libraries have continued to provide services. Freudenberg focuses specifically on how the COVID-19 outbreak has impacted public libraries. The closure of physical library facilities meant that they stepped away from traditional roles of gathering spaces and educational centers. However, they have been able to maintain part of their traditional role through circulation of electronically available items, virtual references, and online programming (Freudenberg, 2020). The article emphasizes that libraries which have chosen to remain open must consider a variety of steps to minimize the risk of transmission of the virus (Freudenberg, 2020). Schwartz (2020) laments the inability of libraries, particular public libraries, to help bridge the digital divide, provide assistance with school work, or even provide access to food during COVID-related closures. Ali and Gatiti, reflecting on health science libraries in Pakistan, emphasized the need for librarians to continue to meet patron needs through services such as online instruction and virtual reference.

Already, some articles are addressing the challenge of libraries remaining open, or continuing to open. Peet (2020) shares thinking on the time needed to quarantine books which may have been exposed to the virus. More recent studies seem to have confirmed that minimal time, as little as 72 hours is needed to ensure that remnants of the virus have broken down (Institute of Museum, 2020).

Converting to Work from Home Environment: Initial Phase

At the time the Miami University Libraries close their physical facilities, many librarians and administrative staff already had work-issued laptops. In anticipation of closing, the Libraries had begun to re-purpose laptops that would normally have been in their circulating collection as laptops which could be used by any library personnel without access to a laptop. Because the decision to close the Libraries (and most other university services) was made quickly, not all of these laptops were configured and ready to be issued to staff. An additional day was needed to complete formatting of all needed laptops. Once ready to be issued to staff, laptops were distributed to staff at their homes by library administrators.

When the library buildings closed, access was initially restricted to the building manager and to the other members of the Libraries' Continuous Operations Team. During this time, members of the Continuous Operations Team patrolled the building to check for any facilities issues such as leaks or signs of intrusion. During these visits, they emptied the contents of library book drops into tubs, which were then quarantined, and placed incoming mail onto carts. No processing of library materials (e.g., check-in, receipt, acknowledgement of bills) took place during this time.

Due dates for all items have been extended to September 20, 2020, in the hopes that the University will have returned to normal operations at that point. The Libraries are encouraging students, faculty, and staff who anticipate returning in Fall 2020 to retain items until that time. When contacted by persons who will not be returning, we have provided information about how items can be returned by mail.

Maintaining Access to Collections

From closure on March 13 until July 15, the physical library buildings were closed, and there was no access to books housed in these facilities or through interlibrary loan. Although the majority of approximately 1.8 million titles offered by the Libraries are physical copies, just over 586,995 titles (31% of total) were available electronically. With respect to journals, the overwhelming majority of the Libraries' holdings were electronic, and therefore available to patrons. The Libraries also continued to request journal articles which could be provided in electronic format during this time. Usage of interlibrary loan for articles continued to be vigorous, with only a slight reduction of requests from the corresponding months in the previous year; the number of articles requested through interlibrary loan was approximately 80% of the number requested the year before, declining from 339 April / May 2019 to 279 in April / May 2020.

Maintaining Access to Services

Prior to the COVID-19 outbreak, the Miami University Libraries had a two-tiered service for handling information transactions: staff the Libraries' circulation desks answered directional questions, questions about printing / digital equipment, questions about circulation policies, and basic questions about locating materials. The Libraries' chat-based system responded to questions for research assistance, which were answered by librarians with collection management, instruction, and research responsibilities. The Coordinator of Access Services, who is librarian, also monitored these queues to answer questions relating to circulation policies and circulating digital equipment.

Following closure of the physical facilities, the chat-based service became the primary venue for answering questions, while circulation staff worked on other assignments (see below). The majority of questions received from this point forward were research questions; the number of this type of question has remained consistent with the number of research questions during corresponding months in the previous year. There have also been numerous questions about when books are due, how to return books at the end of semester, and what types of library services (e.g., document delivery, digital equipment checkout, and when libraries plan to re-open). The Coordinator of Access Services monitors incoming messages and seeks out these queries.

The overall number of questions answered by library personnel decreased; questions answered by librarians decreased by 20%, while questions answered by staff (e.g., location of collections, reserves, printing, and technology – types of questions which only make sense when using the physical facility) decreased more significantly.

Ensuring Work for Staff with Changing Work Assignments

Staff members with circulation or document delivery duties all worked assigned shifts at one or more circulation points prior to the COVID-19 closure. Some staff members had duties in addition to supervising the circulation desk that could be performed from home, including:

- Processing interlibrary loan requests for items available electronically
- Answering inquiries about fine and bills
- Reviewing and cleaning up records for items on reserves
- Answering emails sent to the departmental email account
- Answering phone calls routed from service point phone numbers to a staff member's home computer with Cisco Jabber software
- Compiling and generating statistical data
- Order processing / Gifts processing

In other cases, staff took on projects from other parts of the libraries which could be performed from home, including:

- Transcribing documents held in the Libraries' Special Collections Library
- Generating metadata for items in the Libraries' Special Collections Library
- Creating and updating maps of library facilities
- Proofreading documentation in the departmental wiki site
- Participating in continuing education opportunities identified as useful for their positions

The circulation manager contacted staff weekly and maintained records on the work they had completed during the week.

Resuming Operations from Library Facilities

Curbside Pickup

By the end of May, the transmission of the COVID-19 virus came to be better understood and quarantine period needed to safely handle print items was established to be three days. In order to meet the needs of faculty engaged in research over the summer and of graduate students preparing for examinations or thesis / dissertation defenses, the Libraries decided to initiate curbside pickup service for requested items. This service was supported by a rotating group of

staff who worked on Tuesdays and Thursdays each week. During the morning, staff printed hold notices and retrieved items from all libraries on the main campus (the mail shuttle to and from the regional campuses and the remote storage facility has been, unfortunately, discontinued during the COVID-19 state of emergency). In the afternoon, items were available for pickup from 1:00 p.m. – 5:00 p.m.

One challenge to implementing curbside pickup was the situation of the main library building. The circulation desk (and hold shelf) is on the east side of the first floor of the building; access for automobiles is located only on the south side of the ground floor of the building (and parking is extremely limited). At present, signs instruct patrons to phone library when they arrive to pick up materials, and library staff run materials down one floor and across the library to the waiting car.

During the initial two weeks of curbside pickup, approximately 123 items were checked out during the first week and 147 were checked out the second week. This is a drop from the approximately 615 books checked out from these libraries weekly during the same period in 2019; however, the service has been greatly appreciated so far.

Plans for Re-opening

At the time of writing (June 28, 2020), planning for the re-opening of library facilities in advance of Fall semester 2020 is underway. The Fall semester is planned to start a week earlier than normal (August 17, 2020), with in-person classes concluding before Thanksgiving Break. Final exams will then be conducted remotely. To support instruction and research during this semester, the Libraries hope to re-open a week or two prior to Fall semester so that furniture can be moved in order to encourage social distancing and staff can complete any backlogs in check-in and receipt of items that have built up during the closure. When the Libraries re-open in the fall, library personnel will work in two alternating groups, which have little or no physical contact with each other. During days/times staff are not scheduled to work on-site, they will continue to work on projects from home. In order to make this type of scheduling possible, the Libraries will reduce library hours in their largest facility in order to make scheduling in alternating groups a possibility. The largest facility is normally open 24/7 during Fall and Spring semesters; during Fall 2020 it will open in the morning and close at midnight; branch libraries will close one hour earlier than usual Sunday – Thursday and be closed on Saturdays. Occupancy of the Libraries and of spaces within the libraries will be reduced as long as the possibility of significant COVID-19 transmission remains a concern.

The Libraries anticipate providing cleaning supplies for study rooms and digital equipment, which comprises over half of our checkouts during the Fall and Spring semesters. We are following discussions of libraries about the use of disclaimer forms for such items. The reserves collection, and particularly textbooks purchased for our most heavily-enrolled classes, would normally comprise approximately 10% of our checkouts. These books are normally designated for 3-hour use, but since a quarantine of 72 hours is considered desirable for books as a precaution, scholarly communications staff are investigating the feasibility of having library staff digitize limited portions of these materials within the constraints of copyright law.

The Libraries' largest computing facility, the Center for Information Management, will be closed; instead, the Libraries are relying on virtual computer lab software, which will enable specialized programs to be pushed directly to a user's individual computer.

Curbside pickup will be continued with expanded hours. To shorten the time and distance needed to deliver items to patrons, this service may be relocated to the circulation desk in the Instructional Materials Center, which is on the same floor as the exit which leads to the library's driveway.

Conclusion

The topic of how libraries are dealing with the impact of the COVID-19 pandemic has evolved rapidly during the first six months of 2020. When this write-up was initially proposed, the libraries at the author's institution were still open, and although a closure seemed to be imminent, it was neither scheduled nor certain. Disruption to document delivery systems, and in most cases, the closure of academic libraries at a time when classes are still being offered has challenged library managers, librarians, and staff to devise a way of preserving as much as possible a high level of library services to our students, faculty and staff. In this case, while not able to duplicate the types and levels of many services, the library system at Miami University has continued to provide services that are reasonably well-received and well-used during this challenge. Continuing challenges posed by the COVID-19 pandemic seem likely to persist in the coming year, and the author hopes to post further updates at <https://tinyurl.com/mulcovid19>.

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Psychological Safety and Building Effective Teams

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Abstract

Teamwork is key to the functioning of any library, especially those that serve academic institutions. This was true in 2004 when “Building Teams: Making It Work!” was presented at Brick & Click Libraries, and it is equally true today. One factor that is extremely important for effective teams is psychological safety, which Amy Edmondson, an expert on the subject, defines as “a shared belief held by members of a team that the team is safe for interpersonal risk-taking” (2009). Psychological safety has been recognized by the Association of Research Libraries (ARL) as a significant climate factor in the organizational culture of research libraries, and it is one of nine climates assessed in ARL’s ClimateQUAL Organizational Climate and Diversity Assessment (n.d.). In 2015, the New York University Division of Libraries, a member of ARL, conducted the ClimateQUAL assessment in its organization. After reviewing the results of that survey, NYU Libraries recognized a need within the organization and created a working group to prioritize psychological safety. In 2016, the NYU Libraries Psychological Safety Working Group was tasked with addressing the need for new organizational approaches to the various circumstances in which staff interact while also taking into account the varying perspectives of staff at all levels. The working group conducted a literature review, deployed a psychological safety-specific survey within the Libraries, identified related resources at the University, made concrete recommendations for establishing a psychologically safe work environment, and developed tools to support the group’s recommendations in fostering psychological safety within the Division of Libraries. While “Building Teams: Making It Work!” focused on the inner workings of teams from a team member perspective, this paper and presentation will focus how library administrators can build more effective teams by building psychological safety within their organizations. The outcomes of NYU Libraries’ psychological safety work and their specific recommendations for creating psychological safety within academic libraries will be presented.

Psychological Safety and Building Effective Teams

While libraries still enjoy a traditional reputation on most college and university campuses as “the building with the books,” the actual work accomplished in a library is highly complex and quickly evolving, making libraries ideal settings for workplace teams. Research shows that teams are more effective and productive than individuals in work environments that are complex, innovative, and uncertain (Scholtes et al., 1996). These factors make teamwork key to the functioning of any library, especially those that serve academic institutions. Academic libraries have long relied on teams for accomplishing day-to-day operations in addition to creating teams to tackle novel projects. Libraries have thoughtfully considered how to build strong teams and support them in their work. One such case study of successful team building was described in “Building Teams: Making It Work!” a paper presented at the 2004 Brick & Click Libraries Symposium (Whatley, 2004). That paper details how one working group at Texas Tech University Libraries came together to form a successful team and illustrate how much planning needs to happen for teams to be successful. Effective teams do not just happen; they require thoughtful work both within the team and within the broader organization from which the team comes. Many factors play a role in developing successful and productive teams, and those factors include diversity in skills, experiences, and viewpoints of team members; strong communication and interpersonal skills in each member of the team; and an organizational culture that values openness (Sharp et al., 2000).

However, putting together a diverse team of highly skilled communicators does not guarantee a high performing team. Another factor that is extremely important for effective teams is psychological safety, which Amy Edmondson, an expert on the subject, defines as “a shared belief held by members of a team that the team is safe for interpersonal risk-taking” (1999). Psychological safety is often discussed in health care settings because of the extreme role it plays in ensuring positive outcomes in clinical care teams (Edmondson, 1999). But it is also critically important in academic libraries, not because the work libraries do is life or death, but because the work that libraries do in the twenty-first century is innovative thus requiring learning and risk-taking. Psychological safety has been recognized by the Association of Research Libraries (ARL) as a significant climate factor in the organizational culture of research libraries and is one of nine climates assessed in ARL’s ClimateQUAL Organizational Climate and Diversity Assessment. ClimateQUAL defines the organizational climate for psychological safety as encouraging “employees to freely share opinions with each other and with management” and providing “a safe environment for self-expression” (n.d.). Psychological safety is important to maintain in all academic libraries but especially important for those libraries striving to be learning organizations that can quickly evolve to meet the changing needs of their campuses. The New York University Division of Libraries is one such organization, a learning organization where risk-taking is a key driver of innovation in its drive to support the needs of students and researchers in a campus that spans continents.

Psychological Safety at NYU Libraries

The NYU Division of Libraries is a large, diverse organization with about 350 staff building collections with staff providing services in eight libraries across three campuses on three different continents. The Libraries serve a student body of more than 58,000 students, and these

students come from 49 American states and 151 countries, with 20% of incoming undergraduate students being the first person in their families to attend college. The Libraries' collections include more than 5.9 million volumes, and Bobst Library, the flagship library serving NYU's Washington Square campus, averages more than 10,000 visitors each day. NYU Division of Libraries is a big, bustling research library system that strives to meet the needs of its diverse and growing population of users.

In 2015, the NYU Division of Libraries, a member of ARL, conducted the ClimateQUAL assessment in its organization. After reviewing the results of that survey, NYU Libraries recognized a need within the organization and created a working group to prioritize psychological safety. In 2016, the NYU Libraries created a Psychological Safety Working Group charged with addressing the need for new organizational approaches to the various circumstances in which staff interact while also taking into account the varying perspectives of staff at all levels. The working group conducted a literature review, deployed a psychological safety-specific survey within the Libraries, identified related resources at the University, made concrete recommendations for establishing a psychologically safe work environment, and developed tools to support the group's recommendations in fostering psychological safety within the Division of Libraries. The work in this area by NYU Libraries can serve as a foundation for psychological safety efforts in other academic libraries.

During the summer of 2017, the NYU Libraries Psychological Safety Working Group conducted a survey of the Libraries' staff. The survey consisted of twenty-one questions, and five of those questions were specific to those staff who supervised others in the organization. The survey questions were derived from the survey instrument in Edmondson's 1999 article, and, in keeping with the central idea of psychological safety, most questions were optional. The survey was sent out to the entire Division of Libraries staff (350 FTE) and yielded 170 responses.

Deriving a Hierarchy of Psychological Safety

The Psychological Safety Working Group analyzed the responses from the summer 2017 survey and identified a number of common themes. Those themes, synthesized with information from an extensive review of the literature, yielded a hierarchical framework for psychological safety. The working group identified five values that an academic library should aim to achieve: trust, mutual respect, support from colleagues, open expression, and feeling respected. The group determined that the best way to illustrate and communicate these values was to create a parallel to Maslow's "Hierarchy of Needs" as a guide to build the Libraries' own tools (Maslow, 1943). The "Hierarchy of Needs" is usually presented as having a five-tier structure. Physical needs are on the bottom level and then building upward are security needs, social needs, the needs of the ego, and ending with self-actualization on top. The needs at the top of structure can only be addressed once the lower needs have been met. Similarly, the group recommended libraries address specific values and then build on those values to address others. The five identified values were then combined to create three stages for achieving a psychologically safe work environment: (1) build basic trust, (2) build better communication, and (3) build better teams and learning environments (Figure 1).

Figure 1

First Stage: Building Basic Trust

NORMS	SUGGESTIONS FOR ACHIEVEMENT
Encourage Non-Confrontational Communication	<ul style="list-style-type: none">• Approach conflict as a collaborator, not an adversary• Replace blame with curiosity• Promote innovation<ul style="list-style-type: none">◦ If people are afraid of being punished for mistakes, it will discourage them from trying anything different• Use language that focuses on the event rather than the person• Be aware of tone<ul style="list-style-type: none">◦ It is not only what is said, but the tone and manner in which one communicates• Be aware of nonverbal communications including behaviors that could be interpreted as combative<ul style="list-style-type: none">◦ For example: eye rolling, foot tapping
Respect Differing Points of View	<ul style="list-style-type: none">• Each person has his/her own perspective• Everyone has an opinion or an idea and should be allowed to express them• Avoid unnecessarily harsh criticism<ul style="list-style-type: none">◦ Focus on being constructive
Build Community	<ul style="list-style-type: none">• Consider how others should be treated• Model integrity by being consistent in advocating the promotion of trust between employees and managers/supervisors• Create a climate where there is interpersonal trust and mutual respect for each other<ul style="list-style-type: none">◦ Address hierarchy issues◦ Get input and feedback but be clear where/with whom the final decision lies• Experiment with more creative, risk-taking approaches• Be receptive to constructive criticism• Empathize with others<ul style="list-style-type: none">◦ Give others the benefit of the doubt

Second Stage: Build Better Communication

NORMS	SUGGESTIONS FOR ACHIEVEMENT
Promote Transparency	<ul style="list-style-type: none">• Provide information about in-progress initiatives• Be open about decision making<ul style="list-style-type: none">◦ Don't leave it to the rumor mill• Make documents open to all staff if practical• Involve all staff in collaborative decision making if practical• Solicit, acknowledge, and actively listen to feedback on issues that affect staff• Always ask who is being included and who is being left out

	<ul style="list-style-type: none"> • State objectives clearly • Give consistent instructions and written documentation
Prepare for Difficult Conversations	<ul style="list-style-type: none"> • Anticipate reactions • Gather concrete evidence • Do not personalize • Use neutral speech <ul style="list-style-type: none"> ◦ Inappropriate language leads to defensiveness and disengagement • Work on resolving old conflicts
Cultivate Team Communication	<ul style="list-style-type: none"> • Foster open speech for all team members <ul style="list-style-type: none"> ◦ Promote openness without fear of repercussions • Clear norms, boundaries and ground rules for all teams • Express that it's OK to ask a "stupid" question • Encourage open dialogue with management
Enhance Interdepartmental Connections	<ul style="list-style-type: none"> • Outline clear contact information and organization charts • Establish interdepartmental teams and events • Create communication strategies

Third Stage: Build Better Teams and Learning Environment

NORMS	SUGGESTIONS FOR ACHIEVEMENT
Foster Creativity	<ul style="list-style-type: none"> • Encourage all team members to speak up • Ask difficult questions • Prototype new ideas • Praise failures as learning experiences • Challenge processes • Encourage collaboration across departments
Develop Bidirectional Communication	<ul style="list-style-type: none"> • Promote top down and bottom up communication • Implement 360 reviews • Allow managers to ask for feedback • Encourage praise • Recognize team success in addition to individual success
Advocate Openness	<ul style="list-style-type: none"> • Be clear about commitments/priorities • Advocate for direct reports/be clear about their commitments/priorities • Understand and acknowledge that other departments have different peak workload times and own deadlines • Administer periodic climate measurements, including psychological safety assessment, as a division
Improve Learning and Development	<ul style="list-style-type: none"> • Include leadership training • Establish a stronger supervisor network • Refresh on-boarding information for staff • Team level training

Challenges in Building Psychological Safety

Creating psychological safety in any work environment is not an easy task, and the Psychological Safety Working Group found several potential challenges during the process. One of the biggest challenges is getting “buy-in” from administrators, especially given the group’s findings about the importance of starting at the top of the organization. The internal survey results indicated that the perceived lack of psychological safety was partly to do with the hierarchical structure of the organization itself. Top-down managerial practices and a lack of transparent communication from the upper levels of the administration contributed to the overall lack of trust that survey respondents repeatedly mentioned. Without strong buy-in from the upper levels of the administration, psychological safety work carries the risk of highlighting organizational problems without solving them. Even when directives to build a culture of psychological safety come from the upper levels of the organization, achieving this level of buy-in can be a challenge.

A related challenge is that of organizational readiness to respond. Any organization that sets itself the task of building psychological safety needs to be prepared to answer the call to action. An organization that is unprepared to take real action can hinder its own efforts in this area. The absence of a timely response can add to employees’ overall lack of trust and create the belief that the organization “can’t handle the truth.” As Fobazi Ettarh (2018) argues in her essay on the phenomenon of “vocational awe,” librarianship as a field is prone to “beliefs that libraries as institutions are inherently good and sacred, and therefore beyond critique,” leading to a refusal to acknowledge very real structural problems within the profession. Unwillingness to listen to critique, on an institution’s part, can block attempts at change.

The literature on psychological safety also points to potential areas of conflict between psychological safety and other institutional priorities. For example, psychological safety can be easier to cultivate in teams that are relatively homogeneous (Edmondson & Roloff, 2009). In an organization that is committed to building inclusion, diversity, equity, and belonging into all aspects of its work (as in the case of the NYU Libraries), psychological safety cannot take the form of making teams less inclusive or trying to avoid diversity. Nor should it be used as an excuse to build homogeneous workforces or hire only employees who fit the existing, overwhelmingly white mold.

For NYU Libraries, dissemination of the report proved to be a slow process with some resistance from the upper levels of the organization. The group’s report took more than six months before it was shared with the rest of the Libraries, and the report itself was met with little direct response. However, the Psychological Safety Working Group’s mission was eventually folded into that of the working group on Inclusion, Diversity, Belonging, and Equity (IDBE). The report that the group created became part of the materials shared with the new Dean of Libraries when she joined the organization in 2018. Several recommendations from the report were implemented in the intervening years, including community building exercises in teams, the use of the un-meeting format for large group meetings, and inclusive leadership training for Libraries managers and supervisors.

Practical Applications for Academic Libraries

Exactly how one goes about building a climate of psychological safety in an academic library was undefined when NYU Libraries began its work. The Psychological Safety Working Group determined that it has to start with building a culture in which staff feel like failure is a part of the process of being creative and innovative, a culture where one is given the freedom to take risks. Achieving a trustworthy team environment is not easy and requires commitment from both team leaders and team members. Team leaders must establish group norms for teams. Group norms create the structure for the team and establish the behaviors expected of each group member. Example group norms that have proven successful at NYU Libraries include encouraging non-confrontational communication, respecting differing points of view, and sharing the floor during meetings. The idea of sharing the floor during meetings is especially important in teams with members who hold positions at different levels in the organization. Such a situation may feel unsafe for members who view themselves as holding lower positions within the organization. Allowing each group member to have an equal voice in the room is an important norm for the team leader to uphold, and it helps begin the process of ensuring team members that the team is a safe space where they are free to express themselves.

Another description of psychological safety is “a sense of confidence that the team will not embarrass, reject or punish someone for speaking up” (Edmondson, 1999). When a team member feels psychologically safe, they will develop trust and respect for each other and, in turn, the group as a whole. Creating a psychologically safe environment allows teams to keep open minds and bring in all types of ideas, allowing the team to be as creative as possible and making an environment where risk and failure are part of the group process. The inherent elements of creativity and innovation that come in the work of psychologically safe teams are why it is vital that all academic libraries create environments that are psychologically safe. By allowing teams the space to be creative and review mistakes allows perceived failures to be useful in driving learning and innovation. Current or newly hired employees can see the library as being a safe space for trying new ideas, knowing that failure is possible and does not stop creativity. In a psychologically safe library, failure must not make one feel bad but rather as a learning opportunity. To achieve this matter, it is important for teams to establish a protocol as to how mistakes or failures will be handled within the group which allows easing of tension that team members can have about failure. Additionally, before coming up with deliverables for any type of working group, it is good practice to begin by discussing how each member has experienced failure in their own journey, including discussing how these challenges made them feel. These types of discussions show each member’s vulnerability regarding something not going as expected and let everyone in the team understand that risk-taking, and the failure that sometimes accompanies it, is acceptable.

Psychological safety has to be felt throughout the organization for it to be effective. This process can profoundly shift the culture of an organization, but it takes work. The examples above were derived from the psychological safety literature and tested at NYU Libraries, but they are far from the only tools an academic library has at its disposal to create a climate of psychological safety for staff. The NYU Libraries Psychological Safety Working Group developed a list of NYU-specific and generic tools available to team leaders and library administrators to add in creating that climate (Figure 2.) Additionally, the working group developed a list of suggested

readings on psychological safety for library leaders to support their work in developing psychological safety for their organizations. These tools and readings, along with the framework provided by the hierarchy of psychological safety, can guide the work of academic librarians and library leaders in building a climate of psychological safety in their organizations.

Figure 2

Tools for Building Psychological Safety

Category	Example Tools
Team Effectiveness	<ul style="list-style-type: none"> • NYU Team Effectiveness Certificate Program
Effective Meetings	<ul style="list-style-type: none"> • Group Norms • Better Use of Meeting Agendas • After Action Reviews • Facilitation Training • Un-meetings • Email vs. meeting • Minute taking training • No-go times • Meeting demographics • Understanding language/jargon barrier
Onboarding Processes	<ul style="list-style-type: none"> • One year follow up to onboarding • On-boarding refresh for all current staff • Bi-directional values for new staff on-boarding • Cross-departmental awareness/training
Rewards & Recognition	<ul style="list-style-type: none"> • Dean's Award • Thank You Program/If You See It, Praise It • Informal Celebrations • Informal recognition, appreciation of staff work
Leadership Training	<ul style="list-style-type: none"> • NYU Libraries Supervisor's Network • NYU Critical Skills for Emerging Leaders Certificate • Mentoring • Performance Communication • 360 Reviews
Community Building	<ul style="list-style-type: none"> • Team Building Exercises • NYU Libraries Learn & Lunch • Community Events • Team Retreats • Encourage voluntary engagement

Diversity & Inclusion Training	<ul style="list-style-type: none"> • NYU HR Diversity trainings • Zone trainings • Unconscious bias Training
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Note. Additional information in relation to team effectiveness includes NYU-specific training sessions: What's My Communication Style, Developing Emotional Intelligence, and Navigating Difficult Conversations.

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Appendix A: Recommended Readings on Psychological Safety

General/Review

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Organizational Practices

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Summer in the Stacks: A Weeding Experience Between Faculty and Library

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Abstract

In the summer of 2019, Spiva Library at Missouri Southern State University embarked on a project called Summer in the Stacks. The goal of the project was to engage departmental faculty in reviewing, assessing, and weeding library collections in certain subject areas as appropriate. This article describes the background of the weeding project and addresses the situation under which it was initiated. It then discusses the process of the weeding project including how the librarians across departments teamed up to assess the collections, how faculty members were involved to make the weeding decisions, and how part-time staff and student employees played their roles in the project. The article concludes with the positive outcomes of collaborating with the departmental faculty in weeding library materials.

Summer in the Stacks: A Weeding Experience Between Faculty and Library Introduction

The Missouri Southern State University (MSSU) is an expanding four-year state university in Joplin, Missouri. Having four schools with nearly 140 academic programs for undergraduate and graduate degrees, the university has an enrollment of nearly 6,000 students. George A. Spiva Library is a medium-sized academic library and has been a MOBIUS Consortium member for years. The library houses over 360,000 items in various formats including books, periodicals, microforms, and multimedia. With subscriptions to more than 500 databases, 400,000 e-books, and thousands of e-journals with full-text access, the library provides comprehensive online resources for students, faculty, and staff.

The library currently has more than twenty physical collections shelved on four floors of the building. As the largest collection, the Main Collection is located on the second floor and has over 150,000 volumes of print materials and over 300 media materials (audio CD, DVD, and CD-ROM). The last inventory project for the collection was conducted in 2007 and 2008. In more recent years, a couple of small-scaled weeding projects were undertaken by the library for this collection. Due to the tile replacement of the second floor in 2014, the Main Collection was reorganized and the shelves were rearranged, resulting in the removal of hundreds of damaged and deteriorating books. In 2015, hundreds of outdated CD-ROMs that accompanied print books were identified and removed from the collection. As a result of the collection assessment for the subject area, over 300 books related to Computer Information Science were weeded in 2016. In addition to these weeding projects, only damaged books that were beyond repairing were removed as part of the shelf-reading process.

Literature Review

Generally speaking, weeding or deselection is seen as an essential part of library collection management and is always documented in the library collection development policy as appropriate. In reality, weeding is a process in which the library staff reviews the resources in a given subject area based on criteria such as physical condition, relevance to the curriculum, duplication in an electronic format, and circulation statistics (Anderson, 2018). The benefits of weeding a library collection include accessibility, appearance, currency, circulation, and additional space (Dubicki, 2008). The other advantages of a well-weeded collection include reducing overcrowding in the stacks and removing outdated and superseded materials from the collection (Reed-Scott, 1985).

According to Kovelesie (2014), academic faculty must be involved in selecting items for deselecting. Busch, Nance, and Teague (2018) state that librarians have certain criteria for weeding library materials that may not be the same ones used by teaching faculty. They emphasize that the combined knowledge and skills of librarians and faculty can ensure the library collection responsive to the curriculum needs. Soma and Sjoberg (2010) suggest that librarians develop a collaborative approach to weeding in order to strengthen their knowledge of the collection and incorporate knowledge from faculty outside the library.

Background

In the fall of 2017, the library held a focus group with the Honors students. General questions of library services and collections were asked, and the librarians found that most students had little to no awareness of the variety of library services and collections. The students also indicated that they were much more likely to check out library materials and use available services if the resources were recommended by their faculty. This led to an initiative to switch librarian focus from mainly student outreach to a more shared outreach between faculty and students. Part of this initiative was meant to revitalize the library liaison program, which had become listless. The librarians served as liaisons to the academic departments and were supposed to be in contact with the departments several times a year. However, it was found that the library had minimal to no guidelines for the liaisons to communicate with the department. Thus, the Library Liaison Committee was formed to better define the role.

The Library Liaison Committee consisted of three members, the Assistant Director, Reference Librarian, and the Access Services Librarian. These three volunteered to explore and expand the liaison role. The committee first conducted a literature review, with four articles being particular influential. These articles were: “Customizing for clients: developing a library liaison program from need to plan. Bulletin of the Medical Library Association” by M.R. Tennant, etc. (2001), “Librarian/Faculty interaction at nine New England colleges” by D.H. Dilmore (1996), “Re-framing library liaison roles around research collaboration. Re-think it 2018: Libraries for a New Age.” H. Davis (2018), and “Taking library liaison faculty teams from good to great.” K. Lewin (2016). Using these articles, the committee created goals and guidelines for the liaison program. A LibGuide was created to organize the changes to be made. The guide included templates for emails, a timeline of communication, and more.

In the summer of 2018, the library reviewed the collection development policies and reiterated that:

It is the responsibility of school deans and department chairs, as part of their allocation fund, to ensure that *faculty work with library staff to deselect items from the library collection* in their teaching/research areas prior to program review or accreditation visit.

At the same time, the Library Liaison Committee proposed to, and received approval from, the Library Director that librarians would invite faculty to help in the process of weeding library materials. Initially, this program was called Summer in the Stacks. Through this program, the library created a new tool for external outreach to the departments, policies, and procedures for weeding, and future goals for library collections.

2019 Summer in the Stacks

As part of the library liaison’s duty, three academic departments were informed by the assigned librarian of their incoming Academic Program Review in the Spring of 2019. Several faculty members from three departments were contacted to see if they were willing to participate in reviewing library resources relevant to their subject areas, which was one component of the Academic Program Review process. Following the guidelines of the Library Liaison Committee, the library decided to provide a special incentive to the participating faculty members – an extra

\$25 per hour allocation of purchasing money, with a limit of 20 hours per department. The faculty members can split the 20 hours within their department depending on their availability for reviewing and weeding the library materials.

The Departments of English and Kinesiology were initially reached out to, and several faculty members showed interest in the library's weeding project. With the positive feedback from those departments, the library began developing weeding criteria specifically for the Main Collection. The entire library staff was involved in the discussions since this project would affect all library departments including circulation, technical services, and public services. Subsequent meetings were held to determine what kind of materials can be removed from the collection based on the de-selection guidelines in the library collection development policy. Three primary factors including publication dates, checkout statistics, and physical condition were identified and agreed upon as the weeding criteria.

Based on LC Classification areas, the Access Librarian and the Technical Services Librarian worked together to create the spreadsheets with the books related to English literature (PN-PZ) (Table 1) and Kinesiology (GV, QM, QP, RC, RD, and RM) (Table 2). The spreadsheets contain such information as title, publication date, barcode, call number, total checkout, last checkout, number of browses, and acquisition date. The spreadsheets were then sorted by categories, such as purchase date, checked out in the last ten years, not checkouts for ten years, and zero checkouts ever. These spreadsheets were shared with the faculty members to give them a whole picture of the items for their review. The Department of History joined in the weeding project later, and the similar spreadsheets were created and shared with the departmental faculty as well.

Table 1.

One Master Spreadsheet for English Literature with Multiple Tabs

CALL #	BARCODE	TOT CHKOUT	LOUTDATE	COPY USE	CREATED(ITEM)	PUB DATE	TITLE
PS147 .B46 1986	31923000472353	14	3/5/2007 9:47	0	5/28/2000	1986 My life, a loaded gun : female creativity and feminist poetics / Paula Bennett.	
PS151 .S48	31923000828984	13	1/25/2007 14:48	0	5/26/2000	1977 Seven American women writers of the twentieth century : an introduction / edited by Maureen Howard.	
PS151 .G62 1984	31923000829669	9	2/7/2007 12:02	0	5/27/2000	1984 Modern American women poets / by Jean Gould.	
PS151 .F54 1983	31923000829651	5	4/27/2007 9:49	0	5/27/2000	1983 Fiction by American women : recent views / edited with an introduction by Winifred Farrant Bevilacqua.	
PS147 .G4 1984	31923001506274	5	10/1/2008 10:13	0	5/30/2000	1984 Women writing in America : voices in collage / Blanche H. Gelfant.	
PS147 .D43 1986	31923000829586	4	2/26/2006 13:25	0	5/27/2000	1986 Pocahontas's daughters : gender and ethnicity in American culture / Mary V. Dearborn.	
PS151 .A8 1965	31923000829636	4	3/25/2008 10:18	0	5/26/2000	1965 Pioneers & caretakers : a study of 9 American women novelists / Louis Auchincloss.	
PS147 .O85 1993	31923003258841	2	10/1/2008 10:13	0	6/1/2000	1993 The (Other) American traditions : nineteenth-century women writers / edited by Joyce W. Warren.	
PS151 .A7 1982	31923000829628	1	-	0	5/27/2000	1982 Ariadne's thread : a collection of contemporary women's journals / edited by Lyn Ufshin.	
PS151 .W6	31923000828992	1	-	0	5/27/2000	1979 Women, women writers, and the West / [edited] by L.L. Lee and Merrill Lewis.	
PS147 .P38 1988	31923001510524	0	-	0	5/30/2000	1988 Patrons and protegees : gender, friendship, and writing in nineteenth-century America / edited by Shirley Marchaloni.	
PS147 .W45 1977	31923000829594	0	-	0	5/28/2000	1977 American women writers : an annotated bibliography of criticism / Barbara A. White.	
PS149 .P3	31923000829610	0	-	0	5/28/2000	1956 All the happy endings : a study of the domestic novel in America, the women who wrote it, the women who read it in the nineteenth century.	
PS151 .O8 1967	31923000829685	0	-	0	5/26/2000	1967 The women who make our novels.	
PS221 .F45 1974	31923000834818	4	-	0	5/26/2000	1974 Sixteen modern American authors : a survey of research and criticism / edited by Jackson R. Bryer.	
PS221 .H357	31923000834776	4	-	0	5/26/2000	1979 Harvard guide to contemporary American writing / Daniel Hoffman, editor, with essays by Leo Braudy [and others].	
PS221 .H36	31923000830854	3	-	0	5/28/2000	1973 Contemporary American literature, 1945-1972 : an introduction / Inhab Hassan.	
PS221 .P64	31923000834644	3	-	0	5/26/2000	1971 The performing self : compositions and decompositions in the languages of contemporary life / Richard Poirier.	
PS221 .A64 1974	31923000830246	2	-	0	5/28/2000	1974 In search of heresy : American literature in an age of conformity / by John W. Aldridge.	
PS221 .B6 1966	31923000830303	2	-	0	5/28/2000	1966 Some contemporary Americans : the personal equation in literature / Percy H. Boynton.	
PS221 .F66	31923000304143	2	-	0	5/26/2000	1970 The Fifties : fiction, poetry, drama / edited by Warren French.	
PS221 .K3 1968	31923000834909	2	-	0	5/26/2000	1968 Sixteen authors one to one : intimate sketches of leading American story tellers / David Karsner illustrated by Esther M. Mattsson.	
PS221 .B56 1951	31923000830287	1	-	0	5/26/2000	1951 Achievement in American poetry, 1900-1950 / Louise Bogan.	
PS221 .B66	31923000830337	1	-	0	5/28/2000	1934 Three essays on America / by Van Wyck Brooks.	
PS221 .C645 1959	31923000830386	1	-	0	5/28/2000	1959 After the genteel tradition : American writers since 1910 / edited by Malcolm Cowley.	
PS221 .C646	31923000830994	1	-	0	5/26/2000	1978 And I worked at the writer's trade : chapters of literary history, 1918-1978 / Malcolm Cowley.	
PS221 .C69	31923000834628	1	-	0	5/28/2000	1976 Enabling acts : selected essays in criticism / by Louis Cole.	
PS221 .F6	31923000834826	1	-	0	5/28/2000	1969 The Forties : fiction, poetry, drama / edited by Warren French.	
PS221 .F69	31923000834859	1	-	0	5/28/2000	1975 The Twenties : fiction, poetry, drama / edited by Warren French.	
PS221 .L3	31923000834917	1	-	0	5/26/2000	1966 The Twenties, poetry and prose : 20 critical essays / edited by Richard E. Langford and William E. Taylor.	
PS221 .M25 1971	31923000304127	1	-	0	5/26/2000	1970 American dreams, American nightmares / edited by David Madden with a preface by Harry T. Moore.	
PS221 .M56	31923000834941	1	-	0	5/26/2000	1965 American writers in rebellion, from Mark Twain to Dreiser / by H. Wayne Morgan.	
PS221 .S8 1965	31923000835021	1	-	0	5/26/2000	1965 American literature in the twentieth century / Heinrich Straumann.	
PS221 .V3 1926	31923000835047	1	-	0	5/26/2000	1924 Many minds / Carl Van Doren.	
PS221 .W55	31923000835054	1	-	0	5/26/2000	1950 Classics and commercials : a literary chronicle of the forties / Edmund Wilson.	
PS221 .A3	31923000830238	0	-	0	5/28/2000	1944 The shape of books to come / J. Donald Adams.	

PS-no checkouts 10yrs PS-Checked out 10yrs PN-no checkouts 10yrs PN-Checkouts 10 yrs PZ- no checkouts 10 years PZ- checkouts 10 years

Table 2.

One Master Spreadsheet for Kinesiology with Multiple Tabs

Call Number	Barcode	Checkout total	Last checked	Browsed	Create date	Title
GV443. T566 1984	31923002179410	46	3/13/2005 0:00	0	5/31/2000 You'll never guess what we did in gym today! : more new physical education games and activities / Kenneth G. Tillman and Patricia Rizzo Toner. Illustrations by Patricia Rizzo Toner.	
GV885. S38 1989	31923001525209	45	11/9/2007 13:05	0	5/30/2000 Step-by-step basketball fundamentals for the player and coach / John W. Scott.	
GV443. K67 1990	31923003472343	41	3/24/2008 9:48	0	5/31/2000 Physical fitness games & activities kit / Mary Kotour. Illustrated by Leslie Landwehr.	
GV114.3 .W66 1976	31923000255648	36	3/20/2008 16:50	0	5/28/2000 Kung-fu: the way of life / by Douglas L. Wong.	
GV443. G85 1991	31923002263750	34	10/22/2002 22:07	0	5/30/2000 Great games for young people / Marilee A. Gustafson, Sue K. Wolfe, Cheryl L. King.	
GV223. N53 1990	31923002390215	32	10/4/2004 17:06	0	5/30/2000 Moving & learning : the elementary school physical education experience / Beverly Nichols.	
GV885. S 4367	31923000100798	31	2/18/2003 0:00	0	5/27/2000 Complete handbook of basketball drills / Joseph W. Hartley.	
GV452. P525 1991	31923002159818	31	3/19/2007 10:15	0	5/31/2000 Special themes for moving & learning / Rae Pica.	
GV443. D32 1992	31923002112585	30	2/23/2004 0:00	0	5/31/2000 Dynamic physical education for elementary school children / Robert P. Pangrazi, Victor P. Dauer.	
GV953. G7 1966	3192300034267	30	9/12/2006 15:35	0	5/26/2000 Golf : its history, people & events / Will Grimsley. With special section by Robert Trent Jones.	
RC1210. A845 1984	31923001510262	30	11/4/2008 13:24	0	5/30/2000 Athletic training and sports medicine.	
RC1210. S6763 1989	31923001403651	29	9/20/2005 18:08	0	5/20/2000 Sports medicine / edited by Allan J. Ryan, Fred L. Allman, Jr.	
GV443. C64 1982	31923002243273	29	10/6/2008 10:32	0	5/27/2000 A teacher's guide to elementary school physical education / Norman A. Cochran, Lloyd C. Wilkinson, John J. Furlow. Chapter headings by William Dean Buffington.	
GV1111. W76 1972	31923000540860	28	11/1/2006 11:47	1	5/26/2000 History, theory and history of personal combat / by Arthur Wise.	
GV881. L56 1982	31923000311932	28	4/9/2008 12:00	0	5/27/2000 Girls' karate : a complete guide for coaches and coaches / Karen Linde and Robert G. Hoehn. Photos by Kathleen Kries.	
GV443. K38 1987	31923000314411	27	11/1/2006 10:00	0	5/26/2000 Physical education : a guide for teachers / Carl Gabler & Elizabeth Leblanc, Susan Lowy.	
GV505. K38 1974	31923001497649	27	10/31/2006 23:00	0	5/28/2000 Tai chi handbook : exercises, meditation, and self-defense / Herman Kauz.	
GV443. L47 1992	31923002157820	26	9/27/2004 9:54	0	5/31/2000 Developmental motor activities for all children : from theory to practice / Harold A. Lerch, Christine B. Stopka.	
GV481. S75 1986	31923000175048	26	9/5/2007 10:48	0	5/27/2000 Sports conditioning and weight training : programs for athletic competition / William J. Stone, William A. Kroll.	
GV443. D32 1989	31923001502612	25	10/21/2001 0:00	0	5/30/2000 Dynamic physical education for elementary school children / Victor P. Dauer, Robert P. Pangrazi.	
GV885. L5 1967	31923000176781	25	9/23/2002 11:11	0	5/26/2000 How to play and teach basketball / With a foreword by John W. Bunn.	
GV114.3 .R54 1986	31923002176702	25	10/4/2007 12:25	2	5/31/2000 Karate training : the Samurai legacy and modern practice / Robin L. Rielly.	
GV481. P77 1988	31923001524693	25	10/7/2007 15:11	0	5/30/2000 Fitness for college and life / William E. Prentiss, Charles A. Bucher.	
GV881. A-C B35 1989	31923000422473	25	10/9/2007 11:08	0	5/30/2000 Winning softball drills : a complete drill book for coaches / Dianne J. Baker, Sandra S. Cole.	
GV114.3 .L44	31923000164877	24	3/14/2006 17:01	0	5/28/2000 Dynamic kicks : essentials for free fighting / by Chong Lee. Graphic design by Nancy J. Horn.	
GV706.5 .M37 1989	31923002391908	24	9/5/2006 0:00	0	5/30/2000 The social significance of sport : an introduction to the sociology of sport / Barry D. McPherson, James E. Curtis, John W. Loy.	
GV883. A1 B38 1989	31923002390454	24	9/12/2006 21:26	0	5/30/2000 Baseball history : an annual of original baseball research / edited by Peter Levine.	
GV452. H36 1992	31923002152185	23	9/12/2005 12:00	0	5/31/2000 Movement activities for early childhood / Carol Totsky Hammett.	
GV885. A38 1983	31923000157129	23	4/17/2007 11:58	0	5/27/2000 Athlete's journal's encyclopedia of basketball / edited by Tom Ecker and Don King.	
GV114. C33 1989	31923002389973	23	10/4/2007 12:25	0	5/30/2000 The judo handbook : from beginner to black belt / Brian Caffery with Desmond Marwood.	
RC1210. H37 1982	31923001114327	22	4/21/2005 9:07	0	5/27/2000 The sports health handbook / Norman Harris, John Lovesey, Chris Oran consultant, J.G.P. Williams.	
GV706.5 .L465 1999	31923002175970	22	11/14/2006 19:24	0	5/31/2000 A sociological perspective of sport / Wilbert Marcellus Leonard II.	
GV706.32 .W66 1994	31923003302920	22	1/30/2008 10:48	0	6/1/2000 Women, media, and sport : challenging gender values / edited by Pamela J. Creedon.	
GV443. K455 1985	31923004037830	22	3/24/2008 9:48	0	5/27/2000 Physical education for pre-school and primary grades / Noeline Thompson Kelly, Brian John Kelly.	
GV881. S58 1984	31923000311924	22	4/29/2008 11:29	0	5/27/2000 Championship slowpitch softball : a complete handbook for coaches, teachers, and players / Judy A. Blucker and JoAnne Graf with contributions by Annette Gathright and Millie Medina.	
QM311. G425 1965	31923003521131	22	10/27/2008 10:11	0	5/30/2000 Great tooth (kit).	
RC1235. S52 1990	31923002410757	21	7/25/2005 19:30	0	5/30/2000 Physiology of fitness / Brian J. Sharkey.	

no CO 10 years more than 20 to Less than 20 checkouts 10 years Checked out in past 10 years Created in last 10 years + - []

Workflow with Faculty Members

The first group of books to be considered for weeding were those for the Department of Kinesiology, given the small number of the books related to that subject area. With a list of titles that were published more than ten years ago and without any checkouts, the library staff pulled these books from the shelves and put them to the carts for the departmental faculty to review. Five carts with 574 books were held behind the Reference Desk, where the library liaison for the department worked. The chair of the department and a couple of the departmental faculty members were informed of the weeding items. They would then come to the library to browse the books on the carts and make their decisions on what to weed. Some faculty also picked up a few books that they wanted to remain in the library for the purpose of teaching and research.

Likewise, several book carts full of the materials for the English and History faculty to review were moved to the Technical Services Department that has ample space to accommodate the items for weeding. All of the carts were labeled with the post-it notes to indicate the range of call numbers and the name of the department. The departmental faculty were notified of the location of the items by their library liaison. The faculty members either came to the Technical Services Department on their own or were accompanied by their liaisons. Once they were aware of the book loads for their subject areas they took time to work through the list as necessary. An empty book cart labeled with “Keep for Main” was set up for the faculty to shelf the items that they wanted to put back to the collection.

Unexpectedly, some faculty members went beyond what the library prepared for them. They did not want to use the lists and instead came to the second floor to check out the rest of the books in the stack and pulled more books to weed from the collection.

Weeding Materials within the Library

The final step of weeding library materials took place in the Technical Services Department. The Technical Services Librarian coordinated the withdrawal process including updating data for the withdrawn items in the library system, while supervising one student worker on weeding procedures, conducting quality control of the library database and library catalog, providing training on physically withdrawing materials to the part-time employees involved, keeping track of the work progress, and reporting that at the library staff meeting.

As the weeding project continued, more and more carts were moved to the Technical Services Department, the Technical Service Librarian needed more hands to work with her on withdrawing records as well as physically weeding the materials including removing barcodes, labels, stickers, security tags, and book pockets. The student worker hired for the summer term was trained on the weeding policy and basic skills to process records in the library system. Her assistance with the records alleviated the workload of the librarian so that she could focus on monitoring the quality of the project. Later on, a couple of part-time clerks volunteered for the project. After receiving training on physically processing weeded items, the part-time clerks took the rest of the full carts to process the items at their shifts.

The Summer in the Stacks project was started in early May of 2019. The first day that the Technical Services Department began the final withdrawal was May 13. By August 22, 2019, 5,622 items pulled from the Main Collection were physically weeded in the library. As a result of this summer weeding project, thirty shelves were freed up in the main collection for potential use.

Reflections

The 2019 Summer in the Stacks project was the first time that the library collaborated with the departmental faculty to review, assess, and weed the library collection. It proved to be a successful and beneficial experience for both the library and the academic departments. Through the weeding project, the librarians had more communication and interaction with departmental faculty, which resulted in gaining valuable input from them and increasing their knowledge of the emerging needs of the faculty. This in turn can assist the library in the creating of a current collection to better support their teaching and research needs. On the faculty side, they came to the library to browse the shelves and pull out the books deemed obsolete or irrelevant to their current curriculum. By doing so, they became more aware of the existing library resources, and therefore can make full use of library fund allocations to purchase new resources.

The most valuable aspect of the project was establishing a formal and collaborative weeding procedure with the academic departments and their faculty. It is possible to inspire more faculty to actively participate in reviewing and evaluating library collections and to identify the gaps in the collection. Their feedback is helpful for new acquisitions in such areas as replacing outdated books, expanding the items in heavily-used subject areas, etc. Furthermore, the quality of library resources will be continuously improved.

In conclusion, as initiated by the Library Liaison Committee, the Summer in the Stacks project fulfilled the goals of the library liaison program as expected. It also embarked on a new model to develop and maintain collaboration and communication with the academic departments on campus.

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Puppies and Kitties Oh My!: Partnering with a Local PETPALS Organization

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Abstract

Research has proven that stress related to academics or the transition to university life has negative consequences for academic performance, satisfaction, and health, underscoring the importance of a cost-effective program to alleviate stress for students. For students facing difficulties with social situations or fearing stigma related to seeking counseling, an outreach program that is widely available, acceptable, and attractive is imperative. Bringing animals on campus is one novel approach universities are taking to address these problems which is gaining popularity. Programs that bring animals on campus may be especially important for students with pets at home. When students attend college and are separated from their pets, they can face unique anxieties that are not addressed by traditional counseling services. While not all students are able to have emotional support animals on campuses, schools can host animal-assisted activities. There is substantial research about animal-assisted programs at colleges and universities showing the benefits of these animal-assisted programs such as fostering positive social interactions. Many students report decreased anxiety, loneliness, and homesickness; increased life satisfaction; and an improved feeling of connectedness to campus. As well, interaction in animal-assisted activities can increase students' ability to cope with stress. A Midwestern university library has partnered with a local PETPALS organization every semester for several years to reduce the stress and anxiety amongst students during finals week. This de-stressing activity is well received by students, faculty, staff, and even community members bringing many visitors to the library. This paper will provide instructions and benefits of partnering with a local PETPALS organization in order to lower student anxiety, lift spirits, and combat depression during finals week. Recommendations for implementing such a program will also be addressed; for example, why shelter animals should not be used for animal-assisted programs. In addition, event survey results will be shared along with tips on how to work with community partners.

Puppies and Kitties Oh My!: Partnering with a Local PETPALS Organization

College students' stress has negative consequences for academic performance, satisfaction, and health, underscoring the importance of cost-effective programs to alleviate stress. For students who may fear stigma related to seeking counseling, an outreach program that is accessible and attractive is imperative. Bringing animals on campus is one novel approach universities are taking to address these problems. Said approach is gaining popularity, but its effectiveness is not wholly understood. An important note, an animal-assisted therapy is a formal intervention conducted by a professional to meet a specified goal, whereas an animal-assisted activity is informal and does not have a specific target or goal beyond enhancing the quality of life in some way (American Veterinary Medical Foundation, 2018). The literature on animal-assisted activities and therapy for college students is lacking, though growing.

Programs that bring animals on campus can be especially important for students with pets at home. The relationships between students and their pets can be as diverse and important as relationships with people (Adams et al., 2017). When students attend college and are separated from their pets they can face unique anxieties that are not addressed by traditional counseling services. While not all students are able to have emotional support animals on campuses, schools can host animal-assisted activities. Animal-assisted activities or therapy are beneficial and cost-effective program for these students, especially when incorporated into counseling with training (Adams et al., 2017). Animal-assisted therapy, in conjunction with psychotherapy or alone, can reduce depression in college-aged students (Folse et al., 1994).

Literature Review

Animal-assisted activities can provide stress reduction to college students and serve as a means of outreach for counseling centers on campus. In one animal-assisted program, the goal was to provide stress relief to students, attract a variety of students, and obtain feedback about the program. Students attending the event represented the student population in terms of race, though more female students attended than was proportional to the population (S. Barker R. Barker, Shubert, 2017). This is consistent with previous findings that White females with pets at home may be most interested in animal-assisted programs (Adamle et al., 2009). Nearly all students that completed measures of stress reported a decrease in stress and feedback was generally positive. Students' negative comments concerned logistics (e.g., too many students, not enough dogs) or missing pets at home. More students attended the animal-assisted program than previous counseling outreach activities hosted (S. Barker R. Barker, Shubert, 2017). All students that attended another animal-assisted program and completed a questionnaire reported reduced stress, increased knowledge about counseling services, increased likelihood of seeking counseling services, and increased ability to cope with their homesickness (House et al., 2018).

Animal-assisted activities can benefit individuals' states and enhance social functioning. Improving students' social lives through animal-assisted activities can decrease anxiety and loneliness, which has been increasing in students while the number of counseling staff has not (Stewart et al., 2014). Students attending an animal-assisted therapy program reported substantial decreased homesickness, moderate increased life satisfaction, and a somewhat improved feeling of connectedness to campus (Bin fet & Passmore, 2016). Reported effects did not differ by

students' gender and feedback suggested that the animal-assisted program made students feel at home, helped social interactions, and created a sense of belonging (Binfet & Passmore, 2016). When a counselor and their therapy dog were available to students in a common area, students who interacted with the dog reported decreased anxiety and loneliness cited interacting with the dog as helpful (Stewart et al., 2014). Brief canine-assisted activities did not affect students' perceptions of their family supports but did appear to improve students' coping abilities related to personal stress, and possibly stress related to parents, through increased positive emotions (S. Barker et al., 2017). Thus, interaction in animal-assisted activities can improve students' social interactions and increase students' ability to cope with personal and some relational stress.

Animal-assisted activities can also be physically beneficial. Self-esteem and perceived stress of college students in Singapore was found to moderate reductions in anxiety resulting from participation in animal-assisted activities (Muckle & Lasikiewicz, 2017). Compared to students engaged in quiet reading, students who attended the animal-assisted activity reported reduced anxiety and blood pressure and increased self-esteem, though the increase was not significant. Only the change in anxiety was significantly greater for the animal-assisted activity group than the comparison group and greater decrease in anxiety was related to lower self-esteem (Muckle & Lasikiewicz, 2017). The interaction between self-esteem and perceived stress suggested that the greatest decreases in anxiety were found in students with low self-esteem and high perceived stress. However, benefits may have been associated with the presence of the dog's handler, students' liking dogs (or at least not disliking dogs), or students being Singaporean Chinese. Another randomized cross-over study with college students suggested that interacting with dogs reduces perceived stress, with a large effect size, although physiological stress was not reduced (S. Barker et al., 2016). Beyond emotional and physical health, animal-assisted activities can benefit students' cognition.

One series of studies examined the effects of interacting with dogs on stress and exam performance. In all three studies, interacting with dogs for 15 minutes decreased stress, but the results of the third study suggest that this stress reduction did not last long-term (Trammell, 2017). In the second study, students who interacted with therapy dogs had lower stress than students that did not and stress levels did not predict exam scores. In the third study, results suggested interactions with dogs have negatively impacted memory consolidation, but there did not appear to be an effect on memory retrieval. Overall, interacting with therapy dogs in short sessions decreased stress and was weakly associated with improved academic performance (Trammell, 2017). More research is needed to conclude that animal-assisted activities or programs directly improve academic performance, but the findings are tentatively optimistic.

While previous research raises optimism for future implementers of animal-assisted activities, it is not fully known whether benefits are due to programs themselves or some confounding feature (e.g., the staff, the setting, or the timing). In one study, 67 student participants were assigned to one of three groups: interacting with a dog, viewing images of a dog, or doing neither and waiting, all for 15 minutes (Crossman et al., 2015). Compared to the other two groups, participants who interacted with dogs had greater decreases in stress, greater decreases in negative mood, and greater increases in positive mood. While participants who had more positive experiences with dogs expected better outcomes from the activity, neither expectations nor experiences were related to the benefits gained (Crossman et al., 2015). In another study,

student participants were told to give a speech in an empty room on a topic they knew little about to induce stress and then engaged with a dog, a fish, a plant, or nothing per instructions (Buttelmann & Römpke, 2014). Students that interacted with anything reduced their anxiety, significantly more than students that simply waited, but reductions in anxiety did not differ based on whether they interacted with a dog, fish, or plant. However, students that interacted with the dogs were the only group that decreased anxiety below baseline levels; there was more laughter in this group and the authors found an association between laughter and anxiety reduction (Buttelmann & Römpke, 2014). Future research needs to determine if some aspect of the dog specifically caused more laughter and thus uniquely reduced anxiety. Perhaps other activities or interactions are just as beneficial to reducing anxiety as interacting with a dog but perhaps interacting with a dog provides other unique benefits beyond anxiety reduction.

Overall, the literature on animal-assisted activities—particularly those hosted on university campuses—has room to grow. It appears that such activities do provide students benefits, but it is still unclear what specific characteristics of the program, volunteers, or students may be related to these benefits. Recommending an animal-assisted activity be implemented is not a bad recommendation, but should be made with some caution and considerations. In this current study, students and animal-assisted activity volunteers were surveyed to gather additional information about these programs and their effects on both students and volunteers.

Methodology

An animal-assisted activity was offered to undergraduate students at a Midwestern university. The activity took place on the main floor of the library in a designated space. Students could enter the library and spend time with PETPALS volunteers and their animals. These volunteers were certified by PETPALS and animals in attendance were various breeds of cats and dogs. The PETPALS volunteers are given a small gift, such as toys for their pets, at the end of the year in appreciation for their time.

An electronic questionnaire with multiple-choice and open-ended questions was sent to PETPALS volunteers after the event. Eighteen volunteers completed the survey. Students were asked three yes/no questions verbally in an informal interview format during the event. Students were not asked many questions as students were likely dealing with stress during finals and this event was trying to de-stress them. The researchers did not want to increase anxiety and stress in students with a long survey. Students were told their answers were for research and would remain anonymous. In total, 134 students were informally interviewed.

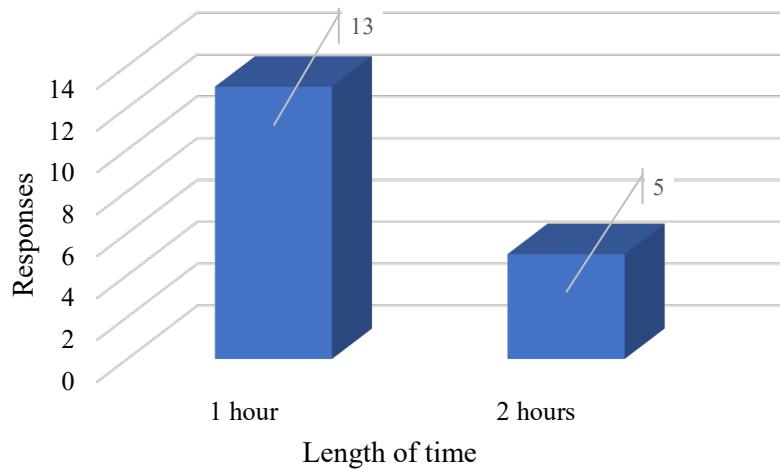
Findings

Volunteers' survey

The PETPALS volunteers were asked how long they participated in the event in a day. Thirteen respondents indicated one hour a day and five respondents mentioned two hours (Figure 1).

Figure 1

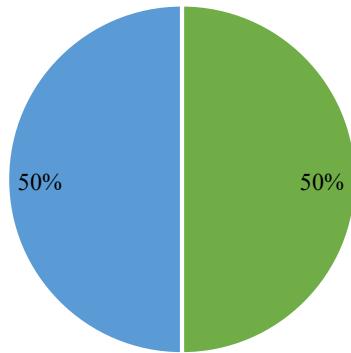
How Long Did You Participate in a Day? (n=18)



The volunteers were asked if this activity reduces students' stress related to school. Fifty percent of volunteers indicated this activity "very much" reduced students' stress and another fifty percent said that this activity reduced students' stress "a lot" (Figure 2).

Figure 2

Reduce Their Stress Related to School (n=18)

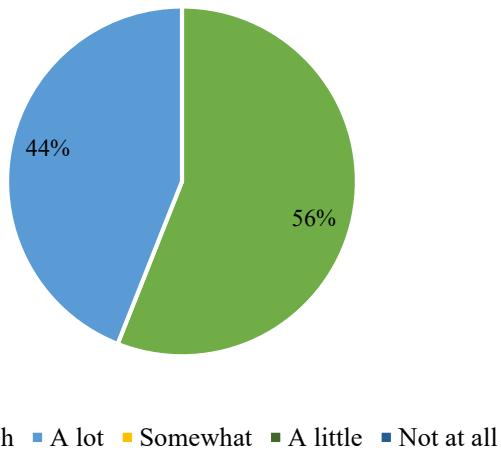


- Very much ■ A lot ■ Somewhat ■ A little ■ Not at all

When volunteers were asked if this event improves the overall mood of students, 56% of participants indicated "very much" and 44% said "a lot" (Figure 3).

Figure 3

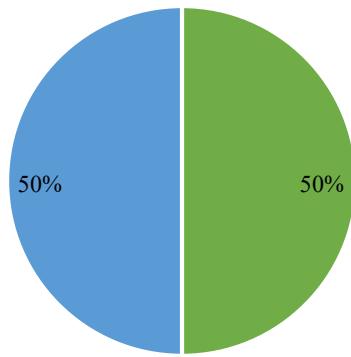
Improve Their Overall Mood (n=18)



Fifty percent of volunteers mentioned this activity “very much” reduced students’ negative emotions and another fifty percent said this activity “a lot” reduced negative emotions such as anxiety, anger, sadness, etc. (Figure 4).

Figure 4

Reduce Their Negative Emotions (e.g.: anxiety, anger, sadness, etc.) (n=18)

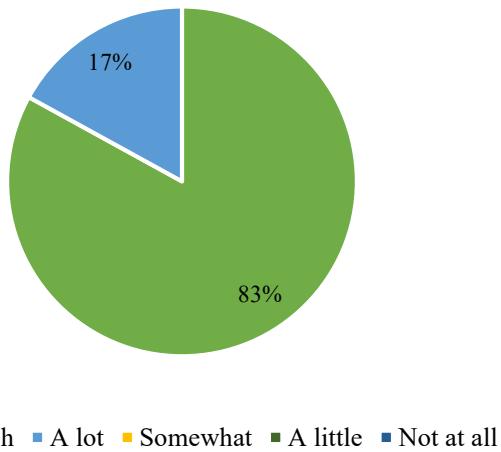


■ Very much ■ A lot ■ Somewhat ■ A little ■ Not at all

PETPALS volunteers were asked the following questions based on their experience and observations. Volunteers were asked if this event was easy for them to participate in: 83% mentioned it was “very much” easy and 17% indicated it was “a lot” easy to participate. None of the volunteers thought this event was difficult to participate in (Figure 5). Additionally, 78% of participants said that this event was “very much” easy for their pet to participate and another 22% said “a lot” for the level of easiness (Figure 6).

Figure 5

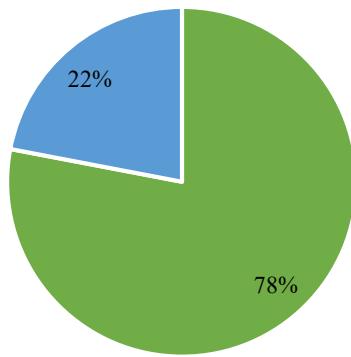
Was This Event Easy for You to Participate In? (n=18)



■ Very much ■ A lot ■ Somewhat ■ A little ■ Not at all

Figure 6

Was This Event Easy for Your Animal to Participate In? (n=18)



■ Very much ■ A lot ■ Somewhat ■ A little ■ Not at all

When volunteers were asked if they felt welcomed at the library, 100% of participants indicated they felt welcomed “very much” (Figure 7). All participants indicated that this event was enjoyable for them to some degree (Figure 8) and most volunteers indicated that the event was “very much” enjoyable for their pet to some degree (Figure 9). Finally, 94% of volunteers reported the event was “very much” enjoyable for students (Figure 10).

Figure 7

Did You Feel Welcomed at the Library? (n=18)

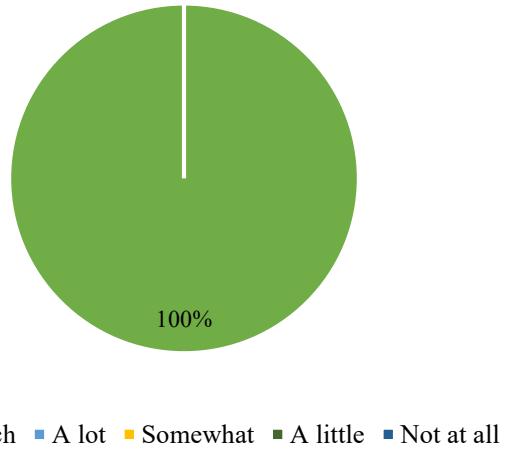


Figure 8

Was This Event Enjoyable for You? (n=18)

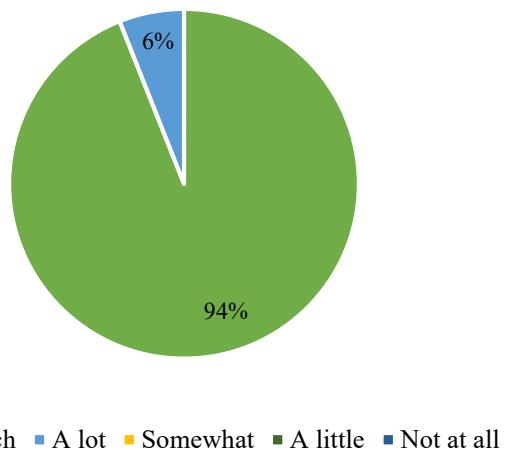
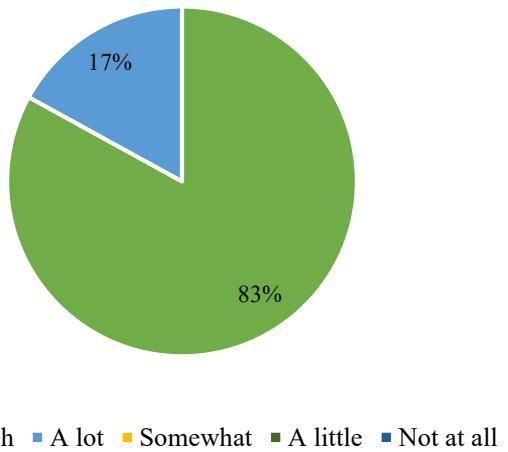


Figure 9

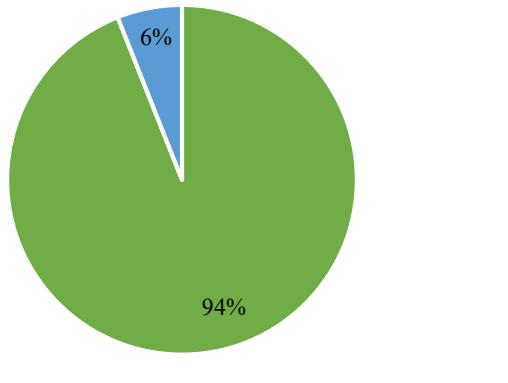
Was This Event Enjoyable for Your Animal? (n=18)



■ Very much ■ A lot ■ Somewhat ■ A little ■ Not at all

Figure 10

Was This Event Enjoyable for Students? (n=18)

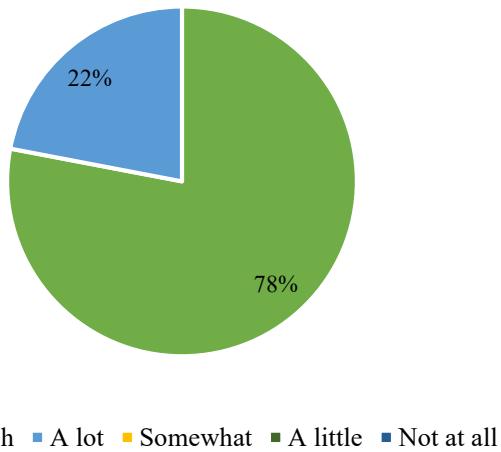


■ Very much ■ A lot ■ Somewhat ■ A little ■ Not at all

The survey asked participants if the students who visited their pets physically interacted with the pet (e.g., touching, petting, cuddling, and hugging the animal). Most (78%) participants indicated that students physically interacted with their animal “very much” and 22% said that the students interacted with their animal “a lot” (Figure 11).

Figure 11

Physically Interact with Your Animal (e.g. pet, touched, cuddled, etc.) (n=18)

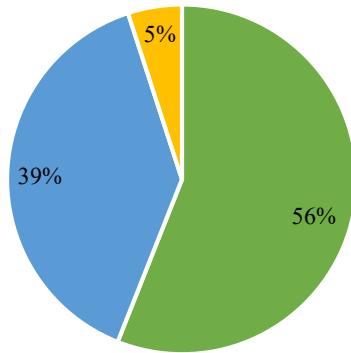


■ Very much ■ A lot ■ Somewhat ■ A little ■ Not at all

Researchers also asked volunteers about what kind of conversations occurred between students and them, and 56% of participants indicated that students asked them “very much” questions about the animals (e.g., animal names, animal training, care; Figure 12). The volunteers’ responses (Figure 13) indicated there were questions asked about their volunteering and work such as, “what do you do, what do you do at PETPALS, about similar programs, or activities that the volunteers may involve with their pets?”

Figure 12

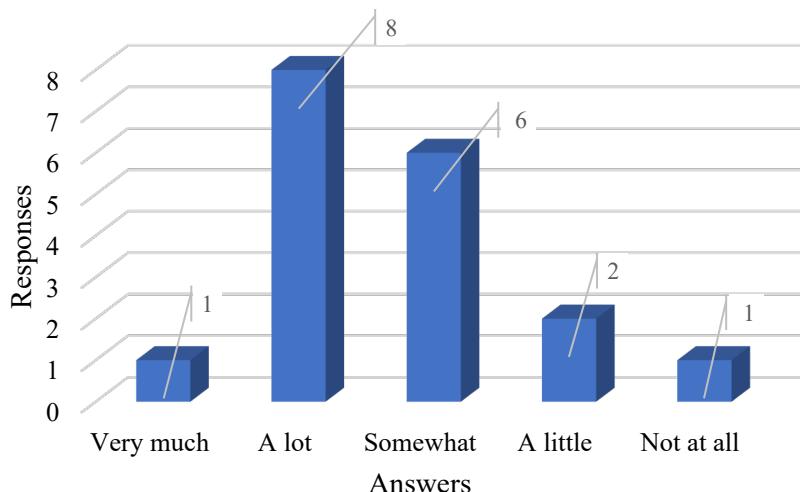
Questions About Your Animal (e.g. their name, training, care, etc.) (n=18)



■ Very much ■ A lot ■ Somewhat ■ A little ■ Not at all

Figure 13

Questions About “What you do/PETPALS do or similar programs/activities involving animals (n=18)



The open-ended question for PETPALS volunteers was, “Regarding this event, what were some of the comments from students that you can remember (provide direct quotes if you can, but include any general comments/statements you remember)?” Some student comments PETPALS volunteers ($n=15$) shared were as follows: two shared, “students loved petting and seeing the animals;” eleven volunteers said, “students talked about their animals at home and share stories;” one volunteer indicated that “they [students] like to have pets around more often at school;” and one volunteer shared that “she was surprised so many students thanking her for bringing her pet to school to share with students.”

Volunteers were asked the likelihood that they would volunteer again for this event. Most (94%) of respondents indicated they would “definitely” consider volunteering and 6% answered they were “very likely” to volunteer again (Figure 14). Most volunteers (83%) also indicated they said that they would “definitely recommend participating in this event in the future (Figure 15).

Figure 14

How Likely are You to Volunteer Again for This Event in the Future? (n=18)

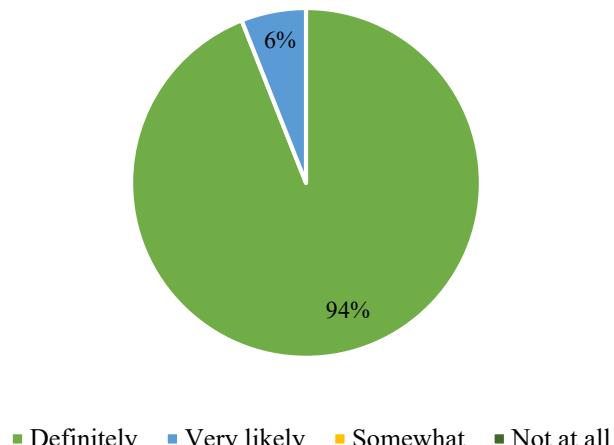
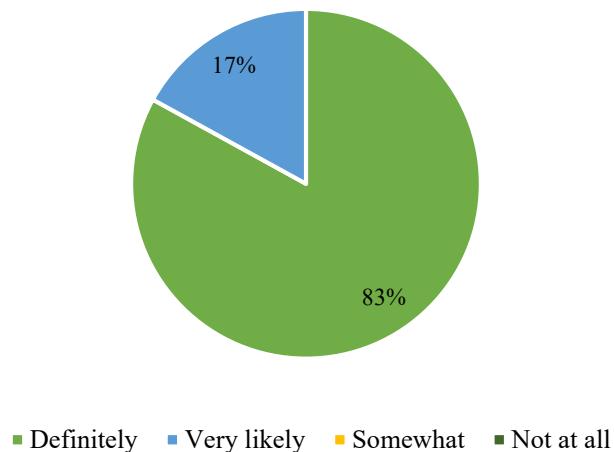


Figure 15

How Likely Are You to Recommend This Event to Other Volunteers to Participate In? (n=18)



The volunteers were asked what they thought the library was doing well regarding this program. Many PETPAL volunteers ($n=16$) indicated that “the atmosphere was very welcoming for students, volunteers, and pets;” one PETPALS volunteer responded “library is thinking of well-being of students;” and three volunteers said that “[the] library did a good job at promoting the event and having the event in very visible place.” A couple of volunteers said “the library makes us feel very welcome and continually express their appreciation for our participation. They get the word out and put us front and center for all to see;” and “...when I first came a couple years ago I thought maybe a few kids may stop but I never dreamed so many would sit and talk and just de-stress.” Volunteers ($n=11$) were asked for recommendations for improving this program. The majority of volunteers’ commented that there is no need for improvement and even one volunteer mentioned, “I can’t imagine how it could possibly be improved!” A few volunteers indicated that a closer parking lot for them to park would be helpful. When volunteers were asked if they have any other comments regarding the program itself, how the program is implemented, how students reacted, and their own opinions, a majority of volunteers ($n=9$) liked the activity. Volunteers indicated that they enjoy the interactions with the students as well as their pets. One volunteer mentioned that “for me, personally, it’s the satisfaction of knowing we’re helping some through a stressful time in their lives.”

Students’ Survey

In addition to surveying volunteers, students who attended the event were interviewed in informal conversation format. The interviewers were able to attend twelve out of fifteen sessions of the PETPALS de-stressing activity. A quick headcount of students attending these sessions were 405. In total, 134 short interviews with three yes-and-no questions were conducted. Most students indicated that this activity reduced school and personal related stress, although three participants indicated that it did not reduce their stress (Figure 16). All students indicated that this event improved their overall mood (Figure 17) and all but one student mentioned that this activity was valuable social event (Figure 18).

Figure 16

Did This Activity Help Reduce School & Personal Related Stress? (n=134)

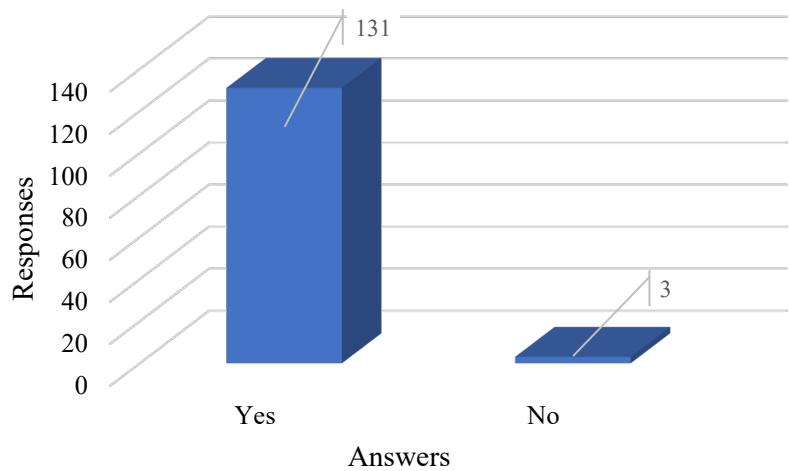


Figure 17

Did This Activity Improve Your Overall Mood? (n=134)

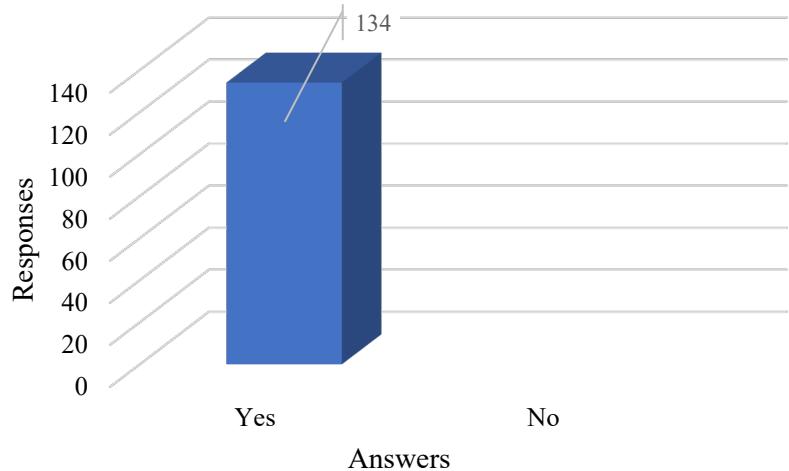
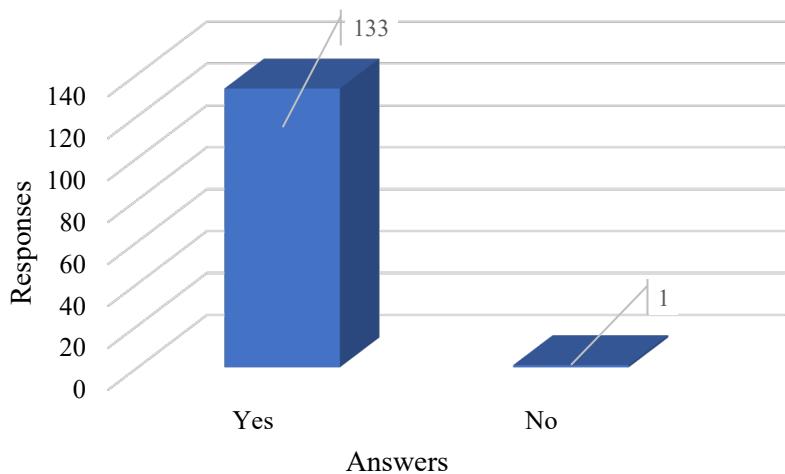


Figure 18

Was This Activity Valuable as a Social Event? (n=134)



Students voluntarily provided general comments and many provided positive feedback. Most students indicated that they loved the event. Some of the students' comments included: "This is my favorite time of year - not because of tests but because there are animals;" "This made my day;" "I have depression sometimes and today I woke up sad, but I feel better now. I feel happy so this did improve my mood;" "I've been waiting for this time of year. It is my third semester coming to visit the pets;" "I know all the animals' names from your ad and I come every single day to see them;" "I come to see them every semester and I'm a junior;" "This event makes me talk to other people;" "I love it, I miss my dog;" "I met so many other people who love dogs, it is great;" "It is not something you see on campus everyday so seeing it immediately excites you;" "It's a valuable social event.... I know it because I come here every day to see them;" "They should do this more often and yeah I talk to people that I never met."

Conclusions

This study suggests that animal-assisted programs are indeed beneficial for students' stress and social interactions. Additionally, this study shows that animal-assisted activities, when implemented in a common area of the university with trained volunteers, are enjoyable for volunteers and their animals. This information is valuable but continued research is crucial. Continued evaluation of animal-assisted programs on campus would aid in assessing effectiveness of the programs. Understanding effectiveness aids in understanding the benefits provided by such programs for specific populations and in program improvement. Universities need to clearly define how animal-assisted activities are conducted, what goals are even if general, how goals are measured, and how progress and success of the program is evaluated over time. As the literature grows and universities better define goals and assessment, a better understanding of how human-animal interactions will emerge to the benefit of students, strained counseling centers, and researchers alike. In light of continuing popularity of animal-assisted programs and in the context of these findings, recommendations for universities are provided.

General safety and implementation considerations regarding animal-assisted activities are important for all universities. First, starting an animal-assisted program is inexpensive, as organizations generally provide volunteers at little to no cost and advertising can be done digitally (Reynolds & Rabschutz, 2011). To ensure the safety of students, universities need to

enlist animals that are registered with a legitimate organization as these animals reliably react well to people in various situations (Reynolds & Rabschutz, 2011). Enlisting animals with a handler protects the animal and optimizes entertainment (i.e. if the handler has trained their animal to perform certain tricks), and handlers associated with a legitimate organization will have a better understanding of policies and practices related to health and hygiene on campus (Reynolds & Rabschutz, 2011). Also, handlers can monitor the health of their animals (Ng et al., 2014). Since handlers are familiar with their animal, they can minimize animals' stress and prevent potentially negative interactions between the animal and students (Hatch, 2007). This underscores that universities considering implementing an animal-assisted activity or program need to work with organizations and registered animal-handler teams.

Given the variability in animal-assisted programs, the lack of formal goals in animal-assisted activities, and the rise in popularity, finding common characteristics or barriers to implementing these programs is beneficial for universities (Haggerty & Mueller, 2017). Most universities host animal-assisted activities in the library and are provided twice in an academic year (Haggerty & Mueller, 2017). Schools vary in safety measures, such as organization selection and hygiene protocols for animals and students, and vary in determining what animals or organizations are deemed qualified and appropriate (Haggerty & Mueller, 2017). Most universities that did not host animal-assisted activities required more education about implementing these programs, information for partnering with appropriate organizations, or lacked resources or the structure to host such an activity (Haggerty & Mueller, 2017). Future research needs focus on the effectiveness of animal-assisted programs, the policies applicable, and the education universities require about them.

The findings in this study are consistent with previous literature suggesting animal-assisted activities are beneficial for students. Further, this study suggests animal-assisted activities can be enjoyable for volunteers and their animals. Additional qualitative information provided by volunteers and students suggests that animal-assisted activities can be a highly-anticipated event that benefits all parties involved. Continued research is necessary for further understanding about and improvement of animal-assisted activities.

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Unlocking Online Escape Rooms for Library Instruction

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Abstract

Trying to put active learning in information literacy instruction? Looking for low cost activities that increase motivation, enhance creativity, and improve cognition? Don't give up, plan an escape! Escape rooms are interactive, context driven games where players use a series of clues to solve puzzles, open locks, and reach freedom! Games are usually timed and playable in a physical room, on a tabletop, or online. Like physical escape games, online escape rooms support personal and academic skill development including teamwork, communication, time management, information literacy, problem solving, and thinking on the spot. Escape room activities can be an enriching experience. Often short resources, including people and spaces, implementing this activity can be tough. During this session, attendees will explore the basic types of escape games, escape room components, theme and storyline development, puzzle and lock design, and ways to build game context around information literacy skill and course content.

Towards making things practical, the session will look at online escape room development using Google Sites to house puzzle clues, codes, links, and locks, and Google Forms to create questions that guide and restrain players according to their answers. In an active portion of the presentation, attendees will be provided resources to create a story line and build a working lockbox look using Google forms.

Spectral Tales: Lessons Learned from Being Ghosted by Faculty

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Abstract

Imagine building a great online module or LibGuide only to have the collaborating faculty vanish after it is finished. Or designing an awesome student or faculty workshop as part of a campus-wide series only to have an empty classroom. Faculty who are gone with the wind after the tutorial is created make assessment and feedback nearly impossible. Furthermore, how can meaningful data be gathered from a workshop with just one participant?

Libraries need to have supportive cultures and assessment plans in place for the times when labor-intensive projects fail due to outside variables. Designing thoughtful and engaging curriculum should not be dismissed merely because students did not show up. Unsuccessful instruction attempts, whether current experiences or attempts by predecessors, should not keep librarians from seeking best practices, implementing an action plan, and continuing to provide quality library interactions with faculty and students on campus.

Since the original 2017 Brick & Click presentation on the hard lessons learned after being ghosted, the presenting librarians have implemented new workflow policies, procedures and assessment methods to protect their limited time and resources while ensuring they remain student-focused organizations. They will pass on the smart steps taken to keep relationships strong in the library and across campus.

Spectral Tales: Lessons Learned from Being Ghosted by Faculty

For three librarians at the University of Nebraska Omaha, the 2016-17 academic year was full of exciting projects and interesting collaborations. They developed online teaching modules, LibGuides, and two different workshop series. They entered into collaborations with other faculty members across the university, but after the projects were complete and ready to roll out, the librarians were ghosted. That is, librarians held up their end of the collaboration and created compelling content that helped fulfill student learning outcomes, but the faculty and students never showed.

Literature Review

Working with other faculty members in the university, especially without developing relationships outside the classroom environment first, can be difficult. Trust is paramount, and trust is something that can only be developed over time. For collaborations to be effective and sustainable, writes Saunders and Corning (2020), partners “must be willing to overcome any sense of competition and build trust;” each collaborator “need[s]...to be accountable to one another” so “those entering into a collaborative project want to know that they will not be wasting their resources and that they will be appropriately supported by their partners.” In the examples below, each partnership was more successful once personal relationships were established.

In the ghost stories below, a theme emerges. Librarians, while fully cognizant of their own skills and value to courses and students, were not viewed as full partners in each collaboration. Instead, they were content providers. Michelle Reale explains this as “... a subtle negation of librarians as educators in the real and true sense, which may be based in the not-too-distant past when librarians were seen solely as teachers of “skills” that were considered necessary for research” (2018). To challenge this view, Reale (2018) writes, we should “... have intentionality when we talk about our contributions to the profession: we have our own theories, our own best practices, our own standards, and our own guidelines.” After being ghosted, the authors developed and explained to their collaborators best practices, standards, and guidelines in our field, which resulted in more successful iterations of each project in subsequent years.

Being Ghosted by Faculty: A Review

At Brick & Click 2017, the authors shared their scary stories about being ghosted by faculty and students, a spooky occurrence that happened to each of them during the same academic year. These are their stories of those hauntings.

Disappearing Faculty: The Online Module That Wasn’t Assigned

At the University of Nebraska Omaha College of Business Administration, standardized curriculum for Business Communications (course number MKT 3200) was developed in 2015, through which students will develop and demonstrate communication skills for reaching the intended business audience through a formal report, which accounts for 30% of the student’s final grade. Each semester, approximately eleven face-to-face sections of the course are offered, with four additional sections offered completely online, each with a limit of 25 students. Most

importantly, the course provides an opportunity to introduce students to the library resources that are available to them for use in all their current and future business courses. The business librarian provides a 75-minute instruction session comprised of demonstration and active learning components to every face-to-face section.

To meet the anticipated needs of the online sections, the business librarian created a module in Blackboard during the summer term that featured a series of short videos and a worksheet that was built in Qualtrics to capture student work that was worth ten points. At the start of the fall 2016 term, it was provided to faculty as an alternative to face-to-face instruction, but faculty were suddenly apathetic or absent to the conversation. Despite repeated attempts to contact faculty to inquire about its use in their classrooms over the semester it was not until spring 2017 when a student completed the module. The faculty member did not realize placing the module into his online course automatically attached the assignment to his gradebook (as he did not officially assign it nor, seemingly, look through what content he was adding to his own course). One student had dutifully completed it at her own discretion, causing the gradebook to automatically provide her points and the faculty member to become annoyed.

This created an opportunity for more communication about the module and its purpose, but faculty continued to see the tool as a make-up assignment for students who missed the face-to-face session or a completely optional resource. Assessing if the module was being used, was meeting student learning outcomes, or even being seen by students as part of the standardized curriculum was impossible. The module was left in Blackboard until the university system was migrated to Canvas and it was migrated to a new sandbox course for future access.

Psyched Out: The LibGuides Partnership That Never Was

In fall 2016, a member of the Psychology Department contacted the psychology librarian about creating a course-level guide for the spring 2017 semester. The course was a graduate-level offering which required many business and health resources outside of those normally provided on the psychology subject guide. A plan was developed in August to create the guide with sections for books, websites, videos, and instructional information on searching Google Scholar and the library databases. The draft was to be completed in October with the faculty member providing the librarian with lists of the different resources, and the librarian organizing those resources within the guide.

The psychology librarian developed the shell for the guide and added the necessary instructional information and then waited to hear from the psychology faculty member. The agreed upon deadline passed in October, and the librarian did not hear from the faculty member until November after three email prompts. The faculty member noted they were too busy with current courses to send the information but would have it to the librarian after Thanksgiving break. Again, the faculty member missed the December deadline.

Five days before the start of spring semester, the librarian received a list of books and websites to be added to the guide. Once the lists were added, the faculty member signed off on the guide being published because the content was needed “right away”. However, immediately after publishing, the faculty member began emailing with edits, questions, and a concern that the guide had been published without permission. The faculty member also wanted to know why

they were not listed as a guide author. Course guides are normally titled by course number and not instructor name, so it was unusual for the instructor to request this recognition. A short introductory paragraph was added to the guide noting the faculty member's role in curating the guide's resources, and there were no further comments for several weeks.

In late February, an unorganized list of video links was sent by the psychology faculty member to the librarian. This was a low-priority task for the librarian as other obligations were already scheduled, so they did not begin adding links to the guide right away. The faculty member emailed again three days later to ask why the links were not yet on the guide.

The psychology librarian responded to this email after consulting with the department head. Based on the resources listed on the guide, many of which were not library affiliated, the librarian and their supervisor felt the faculty member would need to add the information from the guide to the course through the university's learning management system in future semesters as the work of compiling and organizing these resources should fall to a graduate assistant and not a faculty librarian. After this email, the librarian did not hear back from the faculty member concerning the guide for the remainder of the semester.

Ghostly Students: The Loneliest Library Workshops

During the 2016-17 academic year, UNO Libraries hosted 23 workshops for undergraduate and graduate students. These workshops were specifically created to fulfill the anticipated needs of two learning community partners at the university, although the subject matter was appropriate for, and marketed to, all students. Throughout the academic year, attendance at the workshops was sporadic and difficult to predict. Student feedback indicated attendance at these workshops was externally motivated, although students who did attend generally found the information helpful.

Five undergraduate library workshops were listed in the learning community's fall planners and marketed to students and professors in a daily and weekly university-wide email blast. Learning community students received credit for attending the workshops. The three most popular workshops were repeated in the spring. These were also marketed to students and professors in a daily and weekly university-wide email blast, but learning community students no longer received credit for attending the workshops. At this time, subject librarians were encouraged to share the undergraduate workshop list with their departmental faculty.

In the fall, attendance was perfunctory, and the numbers fluctuated wildly. Workshops attracted as few as five and as many as 35 students. Some students did not appear interested in the subject matter and often showed up late to or left early from the 30-minute workshops. During the following spring, fewer learning community students attended while more students attending for extra credit appeared. Most frustrating to the coordinators was the fact that popular workshops in the fall were ghost towns in the spring, and vice versa. The question that remained at year-end was how could workshop coordinators ensure students were motivated by need and desire, rather than class points – and does it matter the student motivation if they are there to hear the message?

Library workshops were a critical part of the Graduate Student Workshops series, which offered educational opportunities from Graduate Studies, the UNO Writing Center, and UNO Libraries throughout the year. In the fall, faculty from the library offered four workshops, all of which were offered twice on the same day and time so students on both sides of campus could easily attend. In the spring, the same workshops were offered on different days of the week, including Saturdays. Workshop fliers were mailed and emailed to all graduate students, advisors, and faculty as well as marketed in daily and weekly all-university emails.

Graduate workshop attendance ranged from two to six students, with the exception of one literature review session – each semester attracting 12 to 16 students – or just 0.07 percent to 0.5 percent of the graduate student body. Attendees were enthusiastic but often compelled to attend and overwhelmed by the presentations. Students wanted to know how to integrate the information into their *own* work. By the end of the academic year librarians were burned out prepping workshops for a small number of attendees who may have been better served by individual consultations with a librarian. Library faculty knew they needed a plan to manage their time wisely, serve students more effectively, and still maintain good relations with this valuable campus partner.

An Update: How Those Ghosts Were Busted

Three years ago, the authors knew that in order to meet personal, library, and university goals they needed to change the way they approached these projects. Because the culture of UNO Libraries focuses on embracing change and failure as a natural part of creativity and growth, the authors were able to quickly move past the frustration of getting ghosted and on to establishing better practices for the greater good of their students. The authors have continued to offer online instruction, LibGuides, and workshops in the years since the Brick & Click 2017 presentation. Each librarian used lessons learned from the Great Ghosting of 2016-17 to establish new workflow policies, procedures, and assessment methods to protect their limited time and resources while still promoting student excellence.

Protecting Precious Time by Altering Processes

As of spring 2020, the business librarian has worked with faculty to create and implement four individual course modules, including the course that originally ghosted the project. Additionally, an orientation presentation for the Executive MBA program was moved online for fall 2020 and the creation of this module is currently in progress. Due to COVID-19, the rapid expansion of online programs and courses resulted in immediate conversations about migrating more face-to-face library presentations. One of the most precious commodities spent on creating quality online instruction is time and this resource is often spread thin by many competing priorities, especially for solo librarians or small institutions. Librarians simply cannot get it back once it is spent so they must create processes and policies that protect the time invested in creating online modules. They should set boundaries for time spent on the module versus the production quality expected in the final product by students, faculty, and themselves. A simple, fairly-unscripted video can be manufactured to quickly respond to an information need for a class within a day but a module designed to meet multiple student learning outcomes in a learning management system may take weeks and the business librarian learned to articulate what could be provided at that point in

time. Faculty should be onboard before the project begins, be willing to explain how the module will be used, and to provide initial and end-of-semester feedback. Expectations about the delivery timeline for the finished product should be understood by all parties and requests should take into consideration the time of semester and level of sophistication for the module.

Work process procedures can also protect time for both production and assessment components. Modules that are created in the university's learning management system (LMS) like Canvas or Blackboard are much easier to embed into courses for faculty. Generic and reusable content reduces the number of videos needing to be recorded throughout the year. For example, the business librarian combines short, generic database videos with one or two new personalized introduction videos to complete course-specific modules. This mix-and-match method has allowed for the faster production of tailored modules as more programs move towards online-only courses. Ideally, all video content should be housed on a platform sponsored by the university (such a VidGrid) or one that is at least accessible to multiple staff (such as YouTube) so content is not lost if a staff member leaves the institution. This also makes tracking views much easier for supplementary evidence (but these should not be used as a primary learning assessment method). Likewise, using survey or questionnaire software such as Qualtrics for student responses can provide collect data so librarians do not have to have access to the course for assessment purposes and can see the data right away.

Shared Expectations Make for Better Partnerships

In May 2019, the psychology librarian took a new position as the Instructional Technology Librarian at Montana State University. The first task the librarian tackled was an extensive LibGuides review and weeding project. The end goal of the project was, and remains, to standardize all LibGuides based on best practices and accessibility guidelines. The librarian reviewed several best practices and style guides from other colleges and universities in order to create a Style & Best Practices Guide for MSU LibGuides that incorporated best practices for writing on the web, creating lists of assets, creating content in LibGuides, accessibility standards, responsive design practices, and maintenance guidelines. This was put into a guide and made available for MSU library staff to utilize when creating or editing guides.

A template was also created that can be used when creating new guides. This guide can be edited to fit any LibGuide content in order to keep a standardized look, feel, and language so users have a consistent experience when moving through library content within the guides. It also reminds guide authors of best practices and includes many pre-designed style standards.

A policies and procedures document was also drafted, and is still in progress, to help guide authors understand their responsibilities for creating, maintaining, and removing guides. This document also includes directions on when a course guide should be made, what should be included, and how that guide will be maintained in the future. It encourages librarians to look for alternate ways of accommodating the instructor's request for a course-level guide such as including a reading list in the learning management system course shell. Librarians are given guidelines on what information should be included in the LibGuides system, on the library website, and in the learning management system to help them say no to requests that do not fit into best practices. The creation of this document, the best practices style guide, and the

LibGuides template are a direct result of the 2017 psyched out incident as the librarian wanted to empower others at her new institution to say no and see themselves as equal partners in any faculty interactions.

Creating Community Through Real Connection

For the 2017-18 workshop series, coordinators and librarians continued to be team-focused in delivery but were more focused on what content pulled attendees and why. Some less effective workshops were canceled in order to present workshops with more appropriate student learning outcomes. These learning outcomes and the presentations themselves were adjusted after each session, so students who attended the same presentation each semester experienced new content. The undergraduate workshops showed a massive uptick in participation for 2017-18, then began trending downward again. Everyone involved with library workshops quickly realized that personal relationships with instructors was the key to high workshop attendance. It was imperative that faculty were asked to assign the workshops as extra credit. Regardless of whether or not students had a research project that semester, they often has a positive outcome. For instance, English language learners attended for listening credit, fine arts students learned new things about the library when many of them did not see the library as relevant to their work, and social science students learned new tips and tricks. Lack of marketing and personal invitations in subsequent years influenced a downward attendance trend.

After sharing the 2016-17 attendance numbers with Graduate School leadership, library faculty agreed to continue some graduate workshops for one more year and revisit the series again in the spring. Workshops were laser-focused and titles were adjusted so students could understand exactly what they would learn in each session. For instance, workshop titles such as “Digging Deeper Into Library Databases” became “Advanced Library Research Techniques.” In the spring, several workshops were cancelled in favor of topics more aligned with student needs at that moment: doing literature reviews, designing surveys, and working with data. Still, attendance numbers were abysmal, with most workshops having fewer than six attendees.

In meetings with Graduate School and Writing Center leadership, all partners agreed that one-on-one consultations initiated by the student with the counsel of their mentors and advisors would be much more advantageous for the student. Library workshops, then, were dropped. Since then, Graduate Studies leadership has invited all librarians to their welcome celebration, typically attended by 300 to 400 graduate students each year. In addition, the liaison to the Graduate Studies program is one of just three invited speakers at the welcome celebration. The liaison librarian also spoke to the university’s Graduate Council about the importance of recommending library consultations and library services to their graduate students. These outreach efforts resulted in a dramatic upswing in graduate consultations and requests for orientation and instruction sessions.

Phrases to Remember When Ghosts Come Calling

It can be difficult to react well when ghosts come calling. The authors did have a short period of low morale and embarrassment when their efforts were rewarded with … nothing. But, they have found it helpful to remember how their successes were developed as a result of ghosting. They

remind each other of these lessons by using many variations on these phrases with their colleagues:

Perfection is the opposite of finished. Give it three takes, edit it, and get it out to students.
Don't be afraid to say no or make suggestions on how something can work best for students.
Don't guess; create solid policies and procedures instead.
Build relationships before content. Sometimes not doing something is the best thing. But when you do the thing, talk about it – a lot.

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The Librarian's Guide to Zines for Classroom and Community

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Abstract

Zines continue to benefit from a resurgent interest from their 1990s heyday, including in libraries. A zine can serve as a pedagogical tool and are a low-cost addition to collections and programming in libraries. Over the course of the last three semesters, UNO librarians have collaborated with faculty on zine creation as a creative alternative to a typical research paper project for a course. Creating zines as assignments presents students with the opportunity to demonstrate research skills, exercise creativity, express compassion and empathy, and other outcomes. These outcomes have been illustrated by the classes that have created zines and presented their research on topics such as the environment, self-care, and social justice from the disciplines of Sociology, Psychology, Women's and Gender Studies, and others. The zine projects have also provided opportunities to establish and strengthen relationships with undergraduate students and faculty to discuss research topics relating to other classes. Librarians created new collaborations with faculty who had previously not used library instruction in their courses, allowing students to gain familiarity with databases and secondary source research. Outside of the classroom, practicum students, interns, and fellows in UNO Libraries' Archives and Special Collections department have participated in experiential learning projects that used zines to promote library collections and services. The UNO Libraries also collects and supports the creation of zines as part of our efforts to democratize the archives as well as support local makers and artists from the community. This presentation will introduce an overview of zines, the pedagogical uses of students authoring zines, avenues for outreach and advocacy, and outcomes.

The Librarian's Guide to Zines for Classroom and Community

Zines are self-published, do-it yourself (DIY) publications that come in many formats. Originating from the term "fanzine" (Radway, 2011) and pronounced like "magazine", zines have proven to be more than simple DIY magazines. Zines hold great informational, social, and personal value and can present endless opportunities in a variety of spaces and communities. Due to ease of access, zines have historically offered a platform to marginalized voices. Zines can be highly individualized and cover diverse subjects, typically broaching topics that are of interest to the author and many times including illustrations or images that reflect the creator's aesthetic. Zines continue to benefit from a resurgent interest from their 1990s heyday. Zines have rightfully found a place among collections and programming in libraries due to their significance as low-cost, unique, social documents and as pedagogical tools (Wee, 2017).

Review of the Literature

Why We Zine

One of the most obvious pedagogical uses for zines in higher education classrooms is as a tool to demonstrate research proficiency. Due to the accessible nature of zines, topics and physical format vary greatly. This positions zines to be successful pedagogical tools in any subject area and for any research topic found across campus. Although zines are traditionally presented in a paper format, digital zines can be used in remote learning courses. The ability to customize nearly every aspect of a zine in order to ensure students meet their learning outcomes renders zines a valuable learning instrument that can be as applicable to any course as a typical research paper. Faculty and instructors will find that many aspects are similar to a traditional research paper when creating a grading rubric for zines, such as word count, source appropriateness, critical thinking, reference count, and appropriate citation style use.

Beyond being proficient in researching a specific subject, zines also encourage students to further develop information literacy skills and to be critical of every piece of information they consume during their coursework, as well as outside of it (Tewell, 2016). This provides students the space to question the authority and conclusions of a resource and hone skills in identifying trustworthy sources. Library workers speaking about zines as an information source introduce important discussions about privilege, accessibility, and how certain voices have access to higher visibility and more platforms than others (Thomas, 2018).

A third element of this pedagogical framework is an ability to provide a concise summation of the information gathered. Zines by their very nature take complex ideas and relay that information through graphics and a few sentences. Presenting topics such as positive psychology, biodiversity, prison reform, and LGBTQ+ rights in a zine format requires students to read, analyze, and succinctly summarize articles. These skills work in tandem with research proficiency and critical literacy skills as students have to navigate the claims of the author, their own preconceived notions about the topic (Phillips & Norris, 2003), and articulate their thesis clearly for an audience (Tomas & Ritchie, 2015). Understanding how students locate, evaluate, comprehend, synthesize, and relay ideas from multiple sources is an important area of research,

particularly when examining the prolific and unreliable nature of internet resources (Wiley et al., 2009).

The authors collaborated with six classes from the social sciences. This presented its own set of challenges as science and social science research articles can be difficult for undergraduates to read because of jargon and the persuasive authority placed on academic literature (Van Lacum et al., 2014). Similarly, the preponderance of online formats (blogs, news articles, and videos) can be difficult for students to verify the accuracy of and integrate ideas with academic articles. The zine format allowed the authors and instructors to work with students on primary and secondary source research through database searching and information comprehension.

The zine format and class sessions used with courses had similar approaches to other research conducted on article literacy and comprehension. Some of these studies included summation through “true-to-text synthesis” and “efficiency of summarization” (Garner, 1982), “hybridized narratives” which use the short story format to weave in scientific knowledge (Tomas & Ritchie, 2014), and the C.R.E.A.T.E. Approach (Hoskins et al., 2011). One UNO instructor emphasized content analysis through article annotations. Students read their articles and created annotations which were evaluated by the instructor for article comprehension and the students’ understanding of how to annotate. The annotations and synthesis of arguments found in the articles ultimately become the outline for the student’s zine.

Through the application of these assignments used in varied courses, students engaged with a different type of research format while learning key skills in information seeking, literacy, and analysis. Additionally, this assignment validates the idea of creative research projects as viable course outcomes because their work is grounded in academic research, yet had the potential to be more widely accessible to those outside the university. Zines often express the voices of the marginalized and there are an increasing number of libraries and archives that are collecting these materials (Barton & Olsen, 2019) in order to make institutional and community holdings more diverse and equitable (Fox et al., 2018; Miller, 2018). Zines can serve as a focal point for community building and activism, where topics can be shared with compassion and empathy. Collections can be centered on a particular group, a social issue, or personal/ traumatic experiences. Gathering these lived experiences is an important way to make organizational holdings more inclusive and equitable. This practice has become so popular that since 2003 zine librarianship is an increasingly recognized subfield of librarianship (Fox et al., 2018). At UNO Libraries’ Archives and Special Collections, librarians participate in Omaha Zine Fest and activities such as displays to highlight the significance of zines as vehicles for community voices and activism. The relationships fostered by librarians, instructors, and students through these zine projects have strengthened the idea that creative and non-traditional final projects can serve a dual social justice and pedagogical purpose.

Mini-Case Studies: Zining with Librarians

While the authors’ collaboration with each instructor adopting zines for their course is unique based on the desired learning objectives, there are commonalities across all relationships and semesters. The authors first meet with the course’s instructor before the semester to discuss course outcomes, introduce zines in general, and more specifically review relevant titles from

amongst the over 600 zines available in UNO Libraries' Archives and Special Collections. This meeting also allows time to discuss a library instruction session and potential zine assignments for the course. The final zine assignment reflects the specific research and artistic requirements of the course, such as the amount of text, total number of pages, number of images or visuals, number of references, and any required questions or themes that should be address through research and analysis.

The authors require that students are provided an instruction session on database usage and secondary sources research by the Subject Librarian, one of the authors, along with an introduction to zines and their course's zine assignment by the Archivist. In the class session the Subject Librarian reviews databases, like CQResearcher and ProQuest Social Science Premium Collection, explaining the different database purposes, article styles, and basic information literacy. During this session, students were also introduced to zines, including the physical structures and breadth of topics. After the first semester of zine collaborations, at least one library lab was also required. The library lab session includes time for students to seek research assistance, browse example zines from the library, and work on their zine. The librarians and instructor are present during library labs. By mutual agreement, most instructors opt for multiple library labs. A zine cart containing standard office and colored paper, magazines, scissors, markers, colored pencils, double-sided tape, glue sticks, bone folders, and other supplies is available at each library lab and for use by students between classes in Archives and Special Collections.

The authors require that students contribute one copy of their zine to the library collection. This requirement is included in the assignment distributed to students along with guidance that students may attribute the authorship of their zine to a pseudonym to protect their privacy. Students are provided copying and printing at no charge by the library, so the students have enough copies of their zine to keep for themselves, hand-in for their assignment, donate a copy to the library, and offer free copies for distribution by the authors at Omaha Zine Fest. Students are not required to distribute copies of their work at the zine fest and the authors request consent from students for their work to be distributed in this way to the public. All zines are cataloged and available to users in Archives and Special Collections. After the semester, student zines are displayed in the library promoting the zine collection, the library's participation in Omaha Zine Fest, or topical displays such as promoting voter registration in an election year. The case studies are presented in chronological order. "Social Justice and Social Change" and "Introduction to LGBT+" were the first iteration of zine creation; they were exploratory instances of collaboration and while there have been no return sessions, the option for future projects remain available.

Social Justice & Social Change

The authors launched the library's zine instruction activity by inviting several faculty to add a zine assignment to their courses for the Fall 2018 semester. The faculty were a mix of instructors the authors had previously worked with on courses, those they were acquainted with professionally, and new contacts. One of the first faculty members to express an interest was from the Sociology department and was open to a zine assignment in part because it offered an opportunity to include community engagement for a new social justice and social change course.

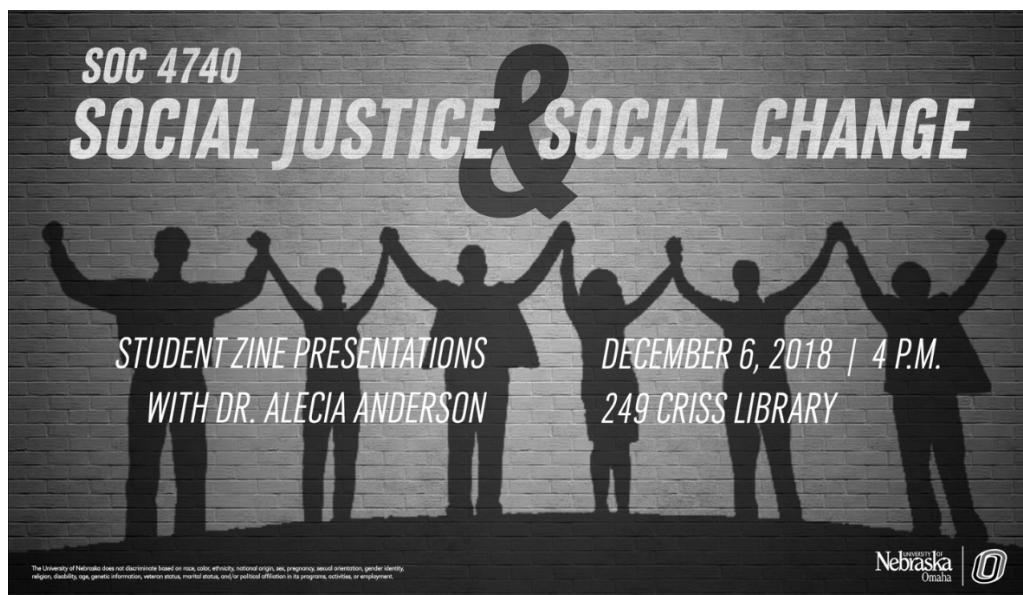
The faculty member did not have any previous knowledge of zines and how they could be integrated as an assignment. The authors shared a couple articles about using zine creation in the classroom including Kimberly Creasap's "Zine-Making as Feminist Pedagogy" and "Zine-Making as a Pedagogical Tool for Transformative Learning in Social Work Education" by Moshoula Capous Desyllas and Allison Sinclair.

The professor initially agreed to three class sessions: a class period to provide a library instruction session and introduce zines to the students, a library lab, and a student presentation session at the end of the semester. As the semester progressed, the students and professor requested two additional library labs to continue their research, drafting, and discussion as they prepared their zines. The request for these additional sessions was a mutual decision of the faculty member and her students with the agreement of the authors and included large-group brainstorming, collaboration, and individual research and zine assistance.

Ultimately, the faculty member adopted an assignment that allowed students the opportunity to conduct research, demonstrate knowledge and compassion for a social justice topic, and creatively present a compelling argument related to their chosen topic (Anderson & Schindler, 2019). Students selected a range of topics that included diverse local (public greenspaces), national (contemporary voter disenfranchisement), and international social justice issues (the Rohingya refugee crisis). At the end of the semester, the authors and faculty member publicized the students' presentation of their zines and invited all Library workers and other members of campus to the event. This was a useful outreach tool for the authors as it allowed other Library workers to learn more about students and zines, showcased a course that collaborated closely with library workers, and allowed faculty who were considering a zine assignment for future semesters to attend the students' presentation as a way to learn more.

Figure 1

The Promotional Graphic for the Student Presentations in UNO Libraries' First Zine Class.



Introduction to LGBT Studies

The second course in Fall 2018 to agree to add a zine assignment was the Women's and Gender Studies and Sociology course Introduction to LGBT Studies. As the instructor's colleague had earlier in the summer drafted a zine assignment for her course, the authors received permission to share the assignment with the instructor. The assignment was repurposed with minor modifications. The instructor gave students the option to either write a traditional research paper or create a zine for their final project. None of the students had previous experience with zines, yet almost one-half of the class elected to create their first zine. Due to the topic of the course, and the strength of the library's LGBTQIA2S+ collections, all students in the course, whether writing a paper or creating a zine, were required to use at least one primary or secondary source from Archives and Special Collections' Queer Omaha Archives in their final project.

To introduce students to the Queer Omaha Archives, the class visited Archives and Special Collections for a mini-lecture from the Archivist on the history of the LGBTQIA2S+ communities in the city told through documents, photo albums, and other material in the archives. National historical events were illustrated with and connected to local primary sources and the stories of LGBTQIA2S+ folks. The Subject Librarian also provided an abbreviated library instruction overview. The class did not return to the library for a library lab, so it was left to the students to individually return to the Library to find their required source.

As this was one of two zine assignments collaborating with the authors the first semester, there was much to be learned by the authors and faculty. Comparing the anecdotal evidence provided by the students in these two classes, the authors would for future semesters always encourage faculty to schedule at least one library lab during class time later in the semester. Nearly all of the students from this course agreed to have their zines distributed by the authors at the next Omaha Zine Fest, which may be attributed to the additional time they spent with the Archivist using relevant sources from the Queer Omaha Archives in the department's reading room and copying their final zines.

Positive Psychology

For a new special topic in Psychology course that focused on positive psychology and wellbeing, the faculty member met with her Library liaison and mentioned that she was looking for an alternative to traditional research papers for the course's final project. In this course, student learning outcomes include researching and trying different techniques to manage their own stress and discovering psychological aspects of self-care. Due to the nature of the course, the faculty member wanted to utilize creative teaching approaches throughout the semester. After meeting and discussing her needs with the authors, it was decided that zines would be a suitable and creative option for the course's final project.

Over the course of two semesters, students created zines about various aspects of stress management, positive psychology, and wellbeing practices. During the first semester that students completed this project, in Spring 2019, students created visually appealing zines, however, the faculty member noticed that some students drew too heavily from their personal experiences of stress and trauma when discussing management and wellbeing techniques, instead

of relying on scholarly sources. To remedy this, meetings were held before the Spring 2020 semester in order to address the assignment's wording and rubric to make the need for research more explicit. During these meetings, the faculty member and the authors also discussed specific databases that could be demonstrated during the first session of class in order to illustrate how to use the library's resources to fulfill the project's research needs, such as PsycInfo and ProQuest Social Science Premium Collection.

When the university shifted to remote learning due to COVID-19, the faculty member chose to have students complete their zines in an online format, using Microsoft Word booklet templates or Google Slides to create their final projects. While the authors of this paper were not able to spend as much time building relationships with the students through discussing zines and research face-to-face in the library, the faculty member was happy with the students' use of research-based sources and the outcomes of the digital zines.

Introduction to Sociology

Librarians worked with sections of Introduction to Sociology in Fall 2019 and Spring 2020. The collaboration was initiated by the course instructor who met one of the authors at the 2019 Omaha Zine Fest. There was also already an existing relationship between the Library and Sociology department stemming from a prior zine project, so the collaboration for this class was an easy fit. Both the Fall 2019 and the Spring 2020 course focused on understanding environmental issues through the sociological lens. The instructor, herself a zine-maker, was familiar with zine fests and required that students present their research at the end of the semester at a mini zine fest held in the library. Students shared physical copies of their zines as well as offering verbal summaries and analysis of their chosen topic. The instructor wanted students to integrate traditional research and information literacy with a creative format that was popular, accessible, and could be distributed at a future Omaha Zine Fest by the authors if the students elected to participate.

In addition to meeting before the semester, the authors and instructor also communicated throughout the course of the Fall 2019 semester and met after the semester to discuss outcomes, student progress, and adjustment needed for the Spring 2020 class. In addition to the initial class sessions, students met in the library for multiple library labs where they could organize, outline, and create their zines.

In Spring 2020, students had the additional step of creating a mini-zine for one of the articles they annotated. This was an in-class project conducted during a library lab so students could have a prototype of the final project. This allowed students to practice time management, article summation, and get a sense of the creative nature of the project. This mini-zine assignment was created in response to the students' difficulties creating a succinct synthesis of their articles in the Fall 2019 course. In addition to the mini-zine, the outline of the final project zine was made more central to the overall final grade of the project. This was, again, in response to students in Fall 2019 struggling to present clear and concise arguments in their zines. In general, students had difficulties with the concept of annotations and focused more on highlighting key ideas in articles rather than engaging with the arguments. At the post-2019 semester meeting between the

instructor and authors, we discussed ways in which to guide students to better understand annotation and analysis.

The students in the Fall 2019 class were able to present their zines at a mini-zine fest held in the Library. Students were asked to articulate their thesis and make a compelling argument to their audience. The instructor, authors of this paper, and two additional members of the Sociology department were asked to grade the presentations and the zines during this time. All library workers were invited to attend the mini-zine fest and there was a successful audience turnout.

Students in the Spring 2020 semester were provided the same introduction session and two library labs before the university shifted to remote learning in the wake of COVID-19. Students were given the option of continuing with the zine in a digital format or switching to a different type of assignment. A number of students continued with the zine project but it is unclear, at the time of this writing, how many selected the zine option and the success of the digital format. Despite this unforeseen change in class structure and the unknown outcomes, the collaboration remains a positive experience between the librarians and the instructor.

Creating Zines About the Library

Beginning in Spring 2019, Archives and Special Collections offered zine authoring as one of the project options available to library science students completing a practicum in the department. Archivists suggested zine topics related to the department's holdings as well as inviting the students' ideas related to Library or department services and collections. The first zine created by a practicum student was intended to inspire readers with historical photos and quotations from local LGBTQIA2S+ community members and promote the Queer Omaha Archives. The authors retained the master copy of this zine and were able to reprint copies for multiple community events. The Omaha Music Collection zine produced next also used historical images and album cover art to promote this new collecting initiative in Archives and Special Collections. Old music and data CDs were repurposed for the covers of this zine making it a limited run available only at Omaha Zine Fest 2019. Zines created in 2020 by interns and fellows promoted the KANEKO-UNO Library, a creativity branch library, and the over 50 oral history interviews collected for the Queer Omaha Archives. The practicum students' projects fulfill the outreach and public services portions of their library science internships as well as providing them with a meaningful research project and creative outlet. These zines created for the Library's use were featured in Library zine displays, given away at Omaha Zine Fest, and distributed at other community events in which the Library participated, such as the annual Heartland Pride Festival.

Figure 2

Archives and Special Collections' Practicum Student, who Chose the Moniker "KJ," Creating a Zine About UNO Libraries' Queer Omaha Archives.



Collecting for the Archives

UNO Libraries' Archives and Special Collections began collecting zines in a conscious and purposeful manner in 2017 as part of an ongoing effort to democratize and diversify the voices and material selected for addition to the university's unique and specialized research collection. Some of the intentionality behind the collecting was to further build the repository's holdings that document the local community, support local artists and creators, as well as document local topics already part of the department's collecting scope such as music, LGBTQIA2S+ communities, as well as local history, artists, and writers. The department fortunately has a modest acquisitions budget and is able to purchase zines rather than asking creators to make donations to the Library.

Omaha Zine Fest was founded in 2016 and presented the Library with an ideal venue for acquisitions and outreach. In 2017, about 100 zines were selected by the Archivist and added to the collection. In 2018, purchases were focused on creators from the region with individual Midwestern and national zines also acquired. At the most recent Omaha Zine Fest in 2019, the Archivist attempted to purchase most zines from the 100 vendors in attendance. This enlarged collecting scope further expanded the diversity of topics and geographic coverage of the zines in the Library and put the collection on the path to expanding to national in scope and being a notable regional collection. While Omaha Zine Fest purchases form the bulk of acquisitions, these are supplemented with purchases from local stores and individual makers, zines created by students as part of class assignments described here, as well as zines created by library practicum students and interns.

Conclusion

Through the use of zines as a final project in undergraduate classes, students have a supportive framework to explore creative options for academic work. The zine format becomes a vehicle that integrates key skills such as research techniques, critical information literacy, and concise argument synthesis with course-specific learning outcomes. Significantly, zines are an important component for groups articulating social justice movements and for building communities around specific experiences. Since 2003, librarians and archivists have increasingly viewed zines as an important collecting area. The push to gather diverse and underrepresented voices has brought institutional zine collecting and zine librarianship to a place of increasing academic prominence, as well as community archiving initiatives.

The class collaborations between UNO faculty and librarians highlight the rich area of growth for creative student work as part of increasingly inclusive collecting practices. Relationships fostered in the classroom are supported by community programs, and vice versa. Omaha Zine Fest provides one venue for artists' work, students can see how powerful the zine format can be, and librarians can support community creators through purchase and accession. Students who create zines for class projects and donate their work to a special collections repository or bring them to public venues like zine fests are participating in a larger conversation about varied methods for accessing information, community building, and social justice in and outside established academic institutions.

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Professionalizing Student Employment: The Library Associates Program at Hendrix College

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Abstract

The Library Associate program at Hendrix College offers a select group of student assistants a more professionally modeled work environment. Library Associates have monthly staff meetings with the Instruction and Outreach Librarian, offer research support appointments and drop-in hours to fellow students, plan events and implement marketing strategies for outreach, conduct training and instruction sessions, work on special projects, and more. Associates learn skills they will take with them into a wide array of professional workplaces. Meanwhile, the Library benefits from the Associates increased engagement and creative input into its operations and services. Through the Library Associate program, the Library has participated more directly in campus-wide focus areas of inclusive pedagogy and developing the career readiness competencies set forth by the National Association of Colleges and Employers (NACE). In this paper, the author will discuss her experiences in creating and implementing this model.

Keywords: peer-to-peer, peer-assisted learning, inclusive pedagogy, career competencies, transferable skills, career readiness, experiential learning

Professionalizing Student Employment: The Library Associates Program at Hendrix College

Career competencies can be described as the applied skills one must utilize to be successful in the workplace (Nunamaker et al., 2017). These competencies might also be described as transferable skills within the literature (Jacobson & Shuyler, 2013) or even as soft skills. In this paper, both “career competencies” and “transferable skills” are used to refer to those practical skills learned on the job which can be applied to any future job or career path. In 2015, the National Association of Colleges and Employers (NACE) defined career readiness as “the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace” and simultaneously released a set of eight career competencies demonstrate recent graduates’ preparedness for entering the workplace (National Association of Colleges and Employers, n.d.; Nunamaker et al., 2017). These competencies developed out of NACE’s research that showed discrepancies between college graduates’ perceptions of transferable skills and employers’ perceptions of those same graduates’ skills upon their entry into the workplace (Nunamaker et al., 2017).

Academic libraries, as frequent employers of students, are in a position on many campuses to significantly contribute to the development of those students’ career competencies during their enrollment. One way that academic libraries can achieve this is to adapt student employees’ roles and responsibilities within the library from traditional, repetitive tasks focused on library materials to a role that is more project-based and user-focused work that mimics the work experience of librarians and many paraprofessional staff.

Review of the Literature

Peer-to-Peer Service Model

Peer-to-peer models in reference emerge in the literature as a well-established trend in academic libraries (Alexander & Wakimoto, 2019; Bodemer, 2014; Faix, 2014; Faix et al., 2010; Gonnerman & Johnson, 2016; O’Kelly et al., 2015). Bodemer (2014) wrote that utilizing undergraduates for peer-to-peer reference instruction can be traced as far back as the 1970s. Alexander and Wakimoto (2019) wrote that reference services in many libraries have been staffing service points with paraprofessional staff and student employees more frequently in recent years as a more cost-effective way to offer reference than to staff initial service points with higher-paid librarians. Beyond cost savings, peer-to-peer reference models have positive effects on student engagement in the library and may contribute to student retention for the campus as well (Alexander & Wakimoto, 2019). Other libraries have turned to peer-to-peer reference models as a necessary way to handle staffing shortages amongst their librarians and staff or as a way to address the staffing needs of new service points, such as information commons or learning commons (Faix et al., 2010; O’Kelly et al., 2015). Training, mentoring, and clear communication about expectations of students providing peer-to-peer services are critical to the success of any model (Faix et al., 2010; Gonnerman & Johnson, 2016; O’Kelly et al., 2015).

Skills Learned in the Library

Student employees in the academic library are often, understandably, primarily motivated by financial need to seek employment, though many students also recognize that working in the library is an opportunity to develop job skills and improve resumes (Jacobson & Shuyler, 2013). Jacobson and Shuyler (2013) found that students credited their work at the library with improvements to their communication skills, customer service skills, problem-solving abilities, and even their confidence in interacting with others. O'Kelly et al. (2015) similarly found that students working in a peer-to-peer model within a learning commons highly rated their work experiences in the development of communication skills, information literacy skills, awareness and ability to help others, and improved self-confidence. Gonnerman and Johnson (2016) found similar results at a small liberal arts college with their program for peer-to-peer research assistants. Originally designed as a way to mentor students interested in librarianship as a profession, the program successfully helps all of the participating students to gain research experience and interpersonal skills with diverse populations (Gonnerman & Johnson, 2016).

While some articles have addressed the explicit teaching of career competencies to librarians through formal education programs (Gerolimos, 2009; Huggins, 2017), there is no evidence of libraries deliberately teaching these skills to undergraduate student employees.

Case Study

Hendrix College

Hendrix College is an academically rigorous, four-year, coeducational, residential, private liberal arts college affiliated with the United Methodist Church. The college's motto is "Unto the Whole Person," the spirit of which is deeply ingrained in the campus culture. As part of growth as "whole persons," each of Hendrix's approximately 1,100 students participate in experiential learning through the Odyssey program. The Odyssey program encourages students to undertake unique projects in the areas of Artistic Creativity, Professional and Leadership Development, Global Awareness, Service to the World, Undergraduate Research, and/or other Special Projects.

The Olin C. Bailey Library has served the Hendrix community from its present location on the northwest corner of campus since 1994. Bailey Library's mission is to collaborate and empower patrons so that they become their best selves, cherish the scope of human knowledge, and positively contribute to the world. The two librarians, six paraprofessional staff, and 24 student assistants of Bailey Library work to embody the shared mission by educating students to think critically; creating a safe space that welcomes everyone; supporting free inquiry, education, and access; and inspiring enthusiasm. Student assistants at Bailey Library are hired to work in the circulation department through a competitive application process, with deliberate attention given to the development of a library staff that represents the demographic and academic diversity on campus. Student assistants are paid with funds through the Federal Work Study (FWS) program and, therefore, must have an FWS award to qualify for employment.

Library Associates

The Library Associates program at Bailey Library was created by the author during the summer of 2017 with dual goals of providing a more meaningful work experience for selected student assistants and increasing the library's outreach and engagement with the campus community and campus-wide initiatives. The program had the added impetus of relieving staffing pressures in a small liberal arts college library with a reduced number of professional librarians, which had gone from four to two librarians in two years. The assistant librarian designed the program to implement a peer-to-peer model for reference, information literacy instruction, outreach, and library orientation efforts, while still providing plenty of support and resources for the associates participating in the program, as well as all students in the campus community.

The Library Associates are a group of six students, with junior or senior class standing, who are invited to participate in the program from the broader group of student assistants who work in the library. As in the student assistant hiring process, deliberate attention is given to creating a diverse group of associates. Selection as a library associate is considered a promotion, albeit an unpaid one, for student assistants. The assistant librarian for instruction and outreach serves as the immediate supervisor for the library associates.

Training and Work Structure

Library associates are already familiar with many of the library's policies, processes, and procedures, having previously worked at least one year for the circulation department. Therefore, library associate training focuses on exposing students to the mindset and disposition of a professional reference librarian, especially as described in the *Code of Ethics* (American Library Association, 2017) and the *Guidelines for Behavioral Performance of Reference and Information Service Providers* (Reference & User Services Association, 2008). The initial training for library associates occurs over a two-day period before classes commence in the fall semester. Associates participate in monthly associate staff meetings and an additional one or two Saturday training sessions during each academic year. Library associates are paid for their time spent in training, as any other library employees would be, to emphasize its importance in their work. Active learning strategies, such as think-pair-share, role-playing scenarios, and games are used throughout training. In recognition that undergraduate students are not fully-trained, professional librarians, time is spent during training both on what library associates are expected to address and when they are expected to refer to the librarians. Using Gerlich's READ scale, library associates are expected to address questions at levels one, two, three, and four (Gerlich, n.d.). Associates are not expected to answer questions at the highest levels of the scale, and they are encouraged to consult the librarians themselves and/or refer their peers to the librarians for any question they feel ill-prepared to address.

The work week of a library associate consists of shifts in the circulation department, time spent "on-call" for research assistance, and time spent on special projects of interest to each student or collaborative projects undertaken as a group. While working in the circulation department, library associates take an active role in training new student assistants and in working on displays of library materials and resources. Library associates spend time "on-call" each evening in the library, when the building experiences greater student traffic and the librarians are

unavailable. Associates make at least their evening “on-call” shift available to their peers through the library’s appointment-booking software, with many associates offering appointments throughout the week whenever their schedule allows. The time that associates spend “on-call” and working on special projects allow greater schedule flexibility than student assistants usually enjoy. Associates are accountable to the assistant librarian for instruction and outreach for their work time and are expected to communicate with her about their work progress, or lack thereof, and any impediments to their progress.

Campus Collaborations

The assistant librarian and the library associates have also developed collaborations with the other peer-assisted learning services at Hendrix College: Office of Academic Success’s Peer Learning Associates (formerly peer tutoring) and the Writing Center’s Writing Associates. The three groups have spent time together to learn about each other’s work with students on campus and for further training on utilizing inclusive practices. This collaboration has been supported by a Mellon Foundation grant to strengthen the use of inclusive pedagogies across the campus. Associates from Academic Success, Bailey Library, and the Writing Center have shared formal training (to date) on accessibility, gender identity and sexuality, and cultural identity, thereby creating an inclusive community of practice for Hendrix’s peer-assisted learning services. Less formal collaborations have also formed between the library and the Office for Diversity and Inclusion, Student Activities, and Career Services.

Career Competencies

One of the hallmarks of the Library Associates program is its deliberate focus on student employment in the library as an experiential learning opportunity for students to develop career competencies. This emphasis on career training in the library associates program fit in seamlessly with a campus-wide initiative, beginning in fall 2018, to focus on career readiness and the career competencies identified by NACE. The eight career competencies identified by NACE (n.d.) are: critical thinking/problem solving, oral/written communication, teamwork/collaboration, digital technology, leadership, professionalism/work ethic, career management, and global/intercultural fluency. Critical thinking/problem solving and oral/written communication seem relatively common for student employees in academic libraries to recognize their job’s role in building their competencies (Gonnerman & Johnson, 2016; Jacobson & Shuyler, 2013; O’Kelly et al., 2015). However, undergraduate students can also develop the other six competencies by working in an academic library, if given a structure such as the Library Associates program.

For example, teamwork/collaboration is built and developed as the associates design, plan, advertise, and execute a themed game night for students in the library. The associate who researched and implemented the appointment-booking software at the library demonstrated competency in digital technology. Leadership is developed as the associates work to train other student assistants or to collaborate with student groups or offices on campus to implement a display or complete a project. The development of global/intercultural fluency, with its emphasis on recognizing and celebrating diversity and inclusion, is also possible as associates undergo

training on using inclusive pedagogies in their peer-assisted learning work and in displays and programming throughout the library.

The assistant librarian spends a great deal of time working with the associates as they develop their professionalism/work ethic competency. Building this competency in a work environment, with its contrast to the pressures students are used to in the academic semester, can be greatly beneficial. In the author's experience of working with associates, many students can struggle with the self-motivated aspects of the program. It is better to work on building up that competency in the relatively low-stakes learning environment of the academic library than in a graduate's first post-college job.

The assistant librarian works with the library associates (indeed, with all of the library's student assistants) on the career management competency, which can also prove especially difficult for students to develop. The career management competency deals with identifying and articulating one's strengths and areas for improvement and then considering what jobs or opportunities for training and development could prove most beneficial (National Association of Colleges and Employers, n.d.). Primarily to help student employees address this competency, the assistant librarian and circulation manager meet with each library associate and student assistant during the spring semester for a performance evaluation. Students complete a brief self-evaluation form and a worksheet on transferable skills prior to their individual appointment. Through conversations at these individual meetings, students are able to practice describing their work in terms of the transferable skills they developed rather than simply the tasks they completed. Students practice reflecting on their job performance and have that conversation with their supervisor(s), many of them for the first time in their work experience. Evaluations serve as an opportunity to open or continue mentoring conversations with any students interested in librarianship as a career. No matter what field a student eventually decides to pursue, though, these conversations serve to develop the career management competency.

Conclusion

Library associates at Hendrix College develop career competencies, or transferable skills, they will use throughout their lives by working in the academic library. By treating their employment as an experiential learning opportunity and a critical piece of their college experience, the assistant librarian for instruction and outreach helps students have a more meaningful work experience in the library. The library also benefits greatly from the perspective and energy of engaged students in extending the reach of the library's services and programs throughout campus.

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Making It Easy to Read Harder: Implementing a Reading Challenge at Community College

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Abstract

Many of us likely have a reading goal we set for each new year like clockwork. But how can libraries encourage students to get as excited about reading new and different materials as we do? At the Penn Valley branch of Metropolitan Community College, the library adapted Book Riot's popular Read Harder Challenge and created a year-long program to encourage exploration of the library collections and increased elements of diversity and inclusion. This challenge provides categories for various genres that go an extra step beyond the standards and clichés, inviting readers to explore works featuring authors, characters, and cultures that might be outside the reader's own identity and worldview. With reading suggestions from various sources and prizes (of course), this program started as an idea for a book display and has morphed into something much larger for the library. Not only has the program garnered campus-wide attention, library staff have become reinvigorated about sharing resources due to the challenge's unexpected popularity among students, faculty, and staff.

Beyond the Humanities: Archives Instruction for Science and Medicine

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Abstract

Archives have traditionally partnered with humanities disciplines for instruction. This paper focuses on two successful cases of partnerships with science and medicine-focused classes. The first is a *History of Science and Medicine* class in which students produced three podcasts over the course of a semester. The archivist collaborated heavily with the professor to design the assessments and served as both technical expert and primary source literacy coach for the students. The second is a *Healthcare Policy* class session focused on the 1918 Spanish influenza pandemic. The archivist guided students with no archives background in exploring relevant sources. Students distilled their learning into social media posts. For both classes, adapting traditional archives instruction to meet the needs and interests of a different population was the key to success.

Beyond the Humanities: Archives Instruction for Science and Medicine

The University of Nebraska at Kearney (UNK) is a mid-size Masters-granting institution. It prides itself on excellent undergraduate education, including providing one-on-one interaction between faculty and students and prioritizing experiential learning. Many students are first generation: the bulk come from small towns in Nebraska, northern Kansas, and eastern Colorado. Their level of academic preparation varies widely.

As UNK's first trained archivist, the author has built an archives instruction program from scratch. In addition to providing the traditional one-shot sessions, primarily taught for History Department classes, she has developed a number of unique programs. Archives holdings cross many disciplines, so the newer programs are meant to capture the interest of those without experience with primary sources by focusing on topics designed to match course curricula.

The two case studies included here represent very different models. The first one discussed, podcasting, required extensive coordination with the instructor and integration of the archivist into most aspects of the class. The other was developed solely by the archivist, as an option for a one-shot that would interest science and healthcare students. Both integrated a technological component for increasing engagement and helping students build marketable job skills.

Literature Review

Podcasting

Podcasts – on-demand audio productions – are increasingly familiar to the American public. A 2020 survey found that 75% of the U.S. population is aware of podcasts and 55% listen to them regularly (Edison Research, 2020). The ubiquity of smart phones and other devices capable of recording audio also lowers the bar of entry for those wishing to create their own podcast.

Podcasting is a well-established pedagogical tool. Early literature focused on instructor-created podcasts for content delivery to students. More recent studies examine the potential in student-created podcasts across a wide variety of disciplines for achieving a broad range of pedagogical goals.

Forbes, et al. (2012) used podcasting as a reflective activity for teachers-in-training, emphasizing building both connections between students in an online class and skills that their students could use professionally. They found that podcasting “enhanced students’ relational connectedness to one another.” The act of learning a new technology was also key as “the skills involved in podcasting were valuable and relevant to students future teaching careers, highlighting the possibilities for teachers as future makers and as leaders in a climate of change” (Forbes, et al., 2012, p. 328).

Other studies focused on the benefit of podcasting for language acquisition. Phillips (2017) deployed podcasts in a mandatory *English for Health Professionals* taught at the University of Applied Sciences Burgenland in Austria. One key benefit of podcasting was its asynchronous nature as

Less confident students or those who are reluctant to use English in class have ample time to prepare their podcast at their own pace” (Phillips, 2017, p. 160). The ability to work without an audience reduced performance anxiety for less confident students, as well as those afraid of public speaking. Phillips found that podcasting boosted student confidence; in a survey, 84% of students felt podcasting helped them improve their language skills (2017, p. 166). Additionally, “students who are actively engaged in the creation of knowledge...may feel a sense of pride and purpose. (Phillips, 2017, p. 160)

Building teamwork was another aim of many podcasting assignments. Cane & Cashmore (2008) asked medical students to make podcasts to which their fellow students could listen. They saw gains in motivation, teamwork, and organizational skills. “Students highlighted the importance of working in groups to medical students. They believed that developing podcasts is another way to enhance team-working skills” (Cane & Cashmore, 2008, p. 149). Pergrum et al., using podcasting in science classes, found that podcasts “promote a deep approach to learning through an emphasis on collaboration, contextualisation, and communication through new media (2015, p. 142). Pergrum et al. concluded that “creative podcasting can foster deep learning in an appropriately structured task...The podcasting assignment resulted in a significant improvement in examination marks for [some] students” (2015, pp. 150-151).

Development of a coherent narrative, whether analytical or narrative, was a goal for several podcasting classes. Jenkins & Lonsdale (2008) used digital stories – podcasts paired with pictures – in seminars introducing students to the university. Their “approach to developing digital stories involved the development of this narrative through student collaboration with technology to enable a fresh approach to student engagement and reflection” (Jenkins & Lonsdale, 2008, p. 114). Altvater (2009) worked with art history stories to produce podcasts focused on works in a local art museum. Some of the principle goals of the project included “practice at writing and presenting an oral presentation, the technical skills of working with a microphone and digital recording and editing software, and critical thinking about questions of museum experiences, audience and connection between presenter and audience” (Altvater, 2009, p.80). As in the digital storytelling project, narrative was a critical component of the podcasting assignment.

In addition to content-focused objectives, many of the podcasting assignments chose the medium to foster student engagement.

The value of content-delivery podcasts lay in its engagement of students;...this engagement is most pronounced when podcasts connect to other assignments in the course...In short, the innovative use of the technology promotes student engagement, most particularly when connected with other aspects of the classwork. (Ramsey, 2019)

Bartle (2011) found that active engagement with peers and with content could enhance deep learning. On the other side of engagement, Altvater provided tools for enhancing audience engagement when teaching students how to podcast (2009).

Podcasting assignments, when used deliberately, can help instructors achieve a variety of different objectives. The specific design features of a given assignment will depend on the learning objectives, integration with course content, and student population.

Active Learning and Primary Source Literacy

In information literacy pedagogical research, there is a growing awareness that traditional lecture-focused one-shot sessions are of limited value. Educators need to “create learning situations that promote the engagement or immersion of learners in practice fields” (Reiser and Dempsey, 2007, pp. 42, 46). These educational environments should “include activities that are authentic to the discipline or content being learned” (Holderied, 2011, p. 24). For many disciplines, engagement with and analysis of primary sources is a key skill in the discipline. “Even the one-off class visit can become more meaningful if the pedagogical focus shifts to active learning exercises to teach sustainable primary source literacy skills” (Bahde 2013, p. 171). Accompanying the shift to skill acquisition should be a pedagogical shift to active learning strategies. Whether accompanied by integration of technology or not, such a pedagogical change “can make all of the difference in moving beyond engagement to actual promotion of retention of information” (Holderied, 2011, p. 31).

Bahde carefully laid out the concept of the *History Lab*, a series of scaffolded active learning sessions specifically designed to build competency in primary source literacy and in the skills needed to succeed as a historian. As Rockenbach wrote, thinking of the archives as a laboratory “creates an experimental space where hands-on experience in analyzing, asking questions of, and telling stories with primary source documents are possible. Archival materials allow for the development of analytical and interpretive skills; skills often associated with the empirical work done in a laboratory” (as cited in Bahde, 2013, p. 178). Assignments increased in complexity as students developed competency by drawing on skills mastered in previous class sessions. “In 100-level sessions, students were expected to differentiate primary from secondary sources, learn how to analyze a primary source, and comprehend how to extract information from artifacts, contextualize them, and connect them back to course themes” (Diaz as cited in Bahde, 2013, p. 180). While most classes aren’t able to implement the full *History Lab* structure, the tenets of active learning and carefully designing interactive assignments to fulfill primary source literacy goals is crucial to moving beyond the traditional lecture or show-and-tell that archives have relied upon.

Podcasting the Past

Podcasting the Past came out of conversations with Dr. David Vail, Associate Professor in the UNK History Department. Dr. Vail regularly teaches *History of Science and Medicine*, a 100-level class that attracts primarily non-History majors. Vail traditionally relied on group oral presentations as the primary assessment method for the class but expressed concerns about fitting all the groups into the available class time. Prof. Weisse suggested podcasts as an alternative that would help students develop competency in a potentially marketable skill as well as in oral communication, while also requiring less class time for presentations. The suggestion was enthusiastically embraced, and the two transformed *History of Science and Medicine*’s assessments accordingly. The podcast version of the class was used in the 2019-2020 academic

year. Due to the COVID-19 pandemic, students in spring 2020 completed only one of the required podcasts. When instruction went online, the class voted to substitute other assessments due to the technical challenges of producing a group podcast when unable to physically meet.

Over the course of the semester, groups of 3-5 students were required to produce three 10-minute-long podcasts in which they analyzed primary sources. Students could participate in numerous ways; not every student was required to speak on the podcast. See *Figure 1* for the assignment details.

Figure 1

Podcasting Assignment

ASSIGNMENTS AND PARTICIPATION

1. Podcasts (Team Exam Presentations: 3 @ 100 points each)

- You will have **three** team podcast presentations due this semester. Since these presentations take the place of traditional exams, each team must prepare a podcast that:
 - Covers themes, questions, and documents of each period of weeks **before** Presentation Week.
 - Teams must have **equal** participation in the research, design, and presentation material
 - Each podcasts must be approximately **10 minutes** in length and must include an argument, historical themes, and primary source documents and these need to be presented in an engaging way.
 - All team members must present together in class (except in the case of excused absences).
 - Podcasts must somehow profile at least **3 primary sources** related to your presentation

DUE ON PRESENTATION DAY OR BEFORE

- 1.) Teams must submit a **draft script (1-3 pages max)**.
- 2.) Teams must submit a **one-page summary** report of how the work was divided and brief reflection of your team experience—what you liked, thought worked, and what challenged you.
- 3.) Link to SoundCloud podcast presentation to Dr. Vail
- 4.) All of these can be included in one team document that is uploaded to CANVAS or sent to Dr. ~~Vailk~~ as a **word.doc or pdf** [REDACTED]
- **IMPORTANT NOTE:** **All team members** must participate in presenting the podcast and fielding questions.

Prof. Weisse created a LibGuide (<https://guides.library.unk.edu/podcasting>) for the class. The provided link goes to a podcasting-specific LibGuide. As additional disciplines have incorporated podcasting into their assignments, there was need for a general purpose podcasting guide. In addition to information on podcasting, the *History of Science and Medicine* class guide also contained sections on primary sources and History resources.

Weisse chose Audacity (<https://www.audacityteam.org/>) as the main program for the audio production portion of the class. Audacity is “a free, easy-to-use, multi-track audio editor and recorder for Windows, macOS, GNU/Linux and other operating systems” (Audacity Team). The Archives already used Audacity for legacy audio transfer so Weisse was familiar with basic functionality. Because Audacity is free, students were also able to install it on their own computers as desired. Audacity has a robust user community, with a large number of technical tutorials already available, including some specific to podcasting.

In all, the archivist conducted 3 class sessions. The first was a primary sources session focused on science and medicine sources. Because the class requires no prior knowledge of history, the archivist walked students through what a primary source was and how to interpret it. Sources provided included a variety of educational pamphlets, newspaper articles, reports, and other sources from the UNK Archives and Calvin T. Ryan Library Government Documents. Additionally, the archivist highlighted a large number of relevant digital sources, both those freely available online and paid library resources. Most of the UNK Archives sources date from roughly 1900 and later so digital sources were especially important for the first podcast which focused on Antiquity and the Middle Ages.

The subsequent class sessions focused primarily on the podcasting aspect of the class. First, Weisse walked students through structuring a podcast. She drew from the format laid out in *Podcast: Learn How to Stop Babbling & Start Podcasting Like a Pro* by Mark Eiman. Students chose exactly how to structure their podcasts, but both Vail and Weisse found that students appreciated having a template as a pattern. Next, Weisse talked about copyright as it related to pulling in outside media for opening music and sound effects. She pointed students to *BBC Sound Effects*, as it allowed free educational use, and the *Free Music Archive*, as many of the pieces included were either licensed under Creative Commons licenses or are in the public domain. Last, Weisse demonstrated basic functions in Audacity. Unfortunately, the classes were too large for any campus computer lab, so students who brought their own device to class followed along.

Throughout the rest of the semester, Weisse consulted with groups on an as-needed basis. She primarily conducted troubleshooting for technical issues with Audacity and steered groups towards primary sources relevant for their topics.

Assessment and Lessons Learned: Podcasting

Over the course of the two semesters in which the team taught using podcasts as assessment, student feedback was overwhelmingly positive. While a few students had experience with A/V production prior to this class, podcasting technology was new for the bulk of them. Several students commented on initial frustrations with the recording and editing process. Others expressed initial trepidation over the technical aspect, but expressed appreciation for the experience after they had completed the first podcast. The group work aspect increased students' comfort level and willingness to try new technologies while allowing less tech-savvy students to take on other roles within the group.

If podcasting were used as an assessment again, the archivist would suggest more structured technical training, such as students working to build a mini-podcast during class so that they could immediately apply the audio-editing skills taught in class.

Exploring Pandemics

The second case study involved a session focused on pandemics. In fall 2018, as part of a broader community marking of the centenary of both World War I and the Spanish influenza pandemic, the archivist created an exhibit highlighting the local reaction to the Spanish influenza pandemic. The faculty member who teaches *Healthcare Policy* saw the exhibit and inquired whether the Archives could leave it on display into the spring 2019 semester, so that her class could view the exhibit. The archivist took this opportunity to suggest a class session, which was arranged for the spring 2019 semester.

For the *Healthcare Policy* class, the archivist chose to focus on two pandemics: the 1918 Spanish influenza pandemic and the HIV/AIDS pandemic beginning in the 1980s. The UNK Archives doesn't have particularly spectacular resources on pandemics. It is not primarily a science and medicine repository. However, the archivist found that basic resources, like student newspapers, were sufficient for introductory classes. For the Spanish influenza pandemic, *The Antelope*, the official student newspaper, was the main relevant primary source. Due partially to U.S. and local censorship related to World War I, the pandemic was never front page news. Most mentions of the flu pandemic were in the "Personal Mentions" section. These had short blurbs of "so-and-so is recovering from the flu" or "so-and-so is going home for quarantine". There were also a small handful of articles on the disease and how to treat/prevent it.

The HIV/AIDS pandemic showed up in a broader array of sources. *The Anti-Lope*, an alternative paper, regularly published "The Sextion", a sex ed advice column, as well as other articles dealing with gender, sexuality, and related issues. The records of the now-closed Center for Service Learning had numerous early 1990s pamphlets on how to deal with AIDS in school settings. There was also a documentary produced by the campus TV station and numerous articles in *The Antelope*. The multiplicity of sources for HIV/AIDS exposed a variety of viewpoints, and enabled tracking of changes in attitude over time.

Using these materials, the archivist taught an archives session for the 400-level *Healthcare Policy* class. Students were primarily juniors and seniors and most were unfamiliar with primary sources. The archivist spent about 5 minutes introducing the concept of primary sources and silences in the archive. "Silences are, in part, the manifestation of the actions of the powerful in denying the marginal access to archives and that this has a significant impact on the ability of the marginal groups to form social memory and history" (Carter, 2006, p. 215). Unexpectedly, this concept resonated with the instructor, who spoke about how tracking epidemics in Africa is challenging for many of the same structural and power-dynamic reasons. Introducing the concept of silences was necessary because of the lacunae in the primary source materials related to the Spanish influenza pandemic, as discussed above. In addition to information on primary sources, the archivist provided brief background information on the context in which the 1918 flu

pandemic occurred. Then, students examined primary sources – reproductions of pages from *The Antelope*.

While originals were present for the students to examine, the archivist relied on reproductions of *The Antelope* for a variety of reasons. *The Antelope* is bound into large volumes. Students needed to examine multiple articles from the same volume; because of class time constraints, different groups of students needed to be able to examine articles simultaneously. Because these students lacked prior experience handling objects, and the archivist was limited to a 50-minute class session, reproductions allowed students to focus on content analysis without worrying as much about handling objects properly.

The archivist provided the following questions to guide students in examining their sources:

- Why do you think Kearney made the choices it did about flu-related communication?
- What external pressures did it face regarding its messaging?
- How do you think what it told people about the flu affected both people's decision making and disease spread?
- How can looking at sources on the handling of a past health crisis inform current healthcare policy?

Students weren't required to come up with full-fledged answers. Rather, the questions were designed to draw students' attention to certain features of the sources.

While students worked, the archivist circulated, answering questions. Some of the most common queries were explanatory in nature, such as defining abbreviations. After about 10 minutes of individual or small group discussion, the class reconvened. The archivist facilitated a broader discussion, based around the questions above. Students were shocked at how little coverage a major event received. They engaged with the concept of government censorship, analyzing how a lack of official information influenced people's behaviors, and then extended that to current situations.

Because the archivist wanted to give students experience working with more recent sources, she then led a shorter session on HIV/AIDS, using the sources discussed above. This had the bonus of showing the students the digital repository, where *The Anti-Lope* is available, as well as letting them handle original sources.

As extra credit, students wrote social media posts around the general prompt of "what they learned or found most surprising". They chose whether to actually post the content or simply to submit it to their professor for credit. For those who didn't mind sharing their content but preferred not to post it on their own accounts, the Archives asked for permission to share from the UNK Archives [Twitter](#) and [Facebook accounts](#). This activity functioned both as a brief assessment of the archives session and as social media outreach. The quality of responses varied, from "this was an object I saw" to some truly insightful analyses.

Assessment and Lessons Learned: Pandemics

In general, these sessions went very smoothly. The first class had 11 students; the second had 18. The smaller class functioned well as a large group. They had robust discussion and interaction. The second class was less interactive. The archivist allowed some flexibility regarding how students chose to work – students could choose to work solo, as an entire class, or in smaller groups. For larger classes, or ones composed of less mature students, a more structured version of Think-Pair-Share, where students first write down individual observations, then discuss with someone else, and eventually share out to the group, might be more appropriate.

Additionally, the archivist found that it was a rush to get through the second topic. In the future, limiting a 50-minute class to one topic, perhaps expanding to two topics for a 75 minute class, would allow students to focus more deeply. Alternately, separating a larger class into groups, where each worked on one topic, then having the groups compare their findings, could lead to interesting connection-building as well as exposing students to a broader variety of sources.

Students generally liked the social media prompt, but did a poor job adhering to the constraints of their chosen platform. It is unknown if this was due to time constraints – wishing to turn the extra credit in before they left, even though they were allowed to submit it later – or if students felt they had to choose one of the example social media platforms the archivist listed, even though they might prefer other platforms. If usable social media content was a priority, a discussion of social media platform constraints would clarify expectations to students. Ultimately, the social media prompt worked as a quick assessment tool but was less effective at producing actual social media content.

Conclusion

While traditional show-and-tell sessions still form an important part of the archives instruction toolkit, sessions designed around the principles of active learning provide a richer, more engaging experience for students. Both integrated projects like the podcasting assignments and one-shot sessions flourish when they focus on subject matter relevant and interesting to students. Building subject-focused instruction requires creative thinking rather than deep collections in every area.

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Library Collaboration with the Smithsonian: World War I Lessons and Legacies Exhibit

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Abstract

This presentation discusses lessons that can be learned from the collaboration and programming of the Outreach Services Librarian with various library and university constituents. The Smithsonian's "World War I (WWI): Lessons and Legacies" poster exhibition was awarded to an academic library in the midwest. The 8-poster series explores the history of the war and its lasting impacts on American lives. The Outreach Librarian teamed up with the Library Arts Exhibit Curator to promote the posters to the university and wider community. A set of programming activities involving collaboration with various university departments led to a lecture series, open house, and a worksheet/scavenger hunt for class assignments. Faculty members from the university's History Department who did extensive research on WWI were invited to give a lecture in the library during the same month the posters were displayed. The presenters also collaborated with both the University Museum and our Special Collections and University Archives (SC&UA) to showcase displays relevant to WWI. In partnership, they hosted an open house displaying artifacts, photographs, clippings, and other rare historical items pertaining to WWI to promote their services. The library displayed books, DVDs, and other materials related to each lecture to encourage attendees to check them out. The Smithsonian poster series became an important educational foundation for the campus as faculty incorporated these posters, lecture series, and open house in their classes. This presentation discusses steps taken to create the library's successful collaboration with the Smithsonian Institution and various university departments to better promote the library and its services.

The Genesis of a Conduct Policy in a Medium-Sized Academic Library

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Abstract

Faced with the problem of an unruly public patron but no library-specific conduct policy for a non-student at Southeast Missouri State University's Kent Library, the librarians decided to create a policy that addressed all patrons. After all, this wasn't the first time a community patron, whom the library welcomed in principle, had misbehaved and so this policy was deemed necessary. In his former job as director of a medium-sized public library in Minnesota, the presenter was used to having a conduct policy at the ready. In the public library setting, he referred to the policy often, pointed it out on the webpage and 'put out small fires' [of misbehavior] all the time. He knew that even small reprimands and 're-directing patrons' towards more acceptable library behavior was simply easier if there was a policy to point to. But how does one go about drafting such a policy from scratch? And was it really necessary in an academic library?? How many other libraries had similar policies? Then there's the problem of vetting it with administration, fellow faculty librarians, library staff, and student employees. Who knew that last bit might be the toughest part? Who knew he would get push-back from both full and part-time staff?

Universal Design and Accessibility: A Checklist for LibGuides and Online Tutorials

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Abstract

How does one design LibGuides to be accessible? What strategies can be used to implement Universal Design into online learning tutorials? The Center for Applied Special Technology or CAST defines Universal Design for Learning or UDL as "a research-based set of principles that together form a practical framework for using technology to maximize learning opportunities for every student." UDL provides a blueprint for creating flexible learning objects that work for everyone. When UDL is applied, instructors strive to meet the needs of students with a wide range of abilities, learning styles, and preferences. Providing multiple means of learning is an essential element for creating online learning objects with best practices for inclusive teaching. This session will examine UD, UDI, and discuss best practices for making online learning objects accessible for all.

Anti-vaxxers, Sasquatch DNA and Other “Scientific” Findings: Actively Engaging Distance Students in Media Literacy

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Abstract

Developing media literacy skills for distance students without access to the physical library can be a challenge when for-credit and required library courses are not feasible. Athabasca University is an open, distance university where students live all over the world and rarely, if ever, visit campus. This presentation will outline a remote media literacy workshop held every two months for a six-month period at Athabasca University Library. Focusing on active learning this session works to engage students from both academic and non-academic backgrounds to evaluate free internet resources using a list of seven criteria including: authority, purpose, relevance, coverage, timeliness, accuracy and website design. This presentation will discuss successful participation strategies, event promotion, teaching techniques, learning theories and areas for future development.

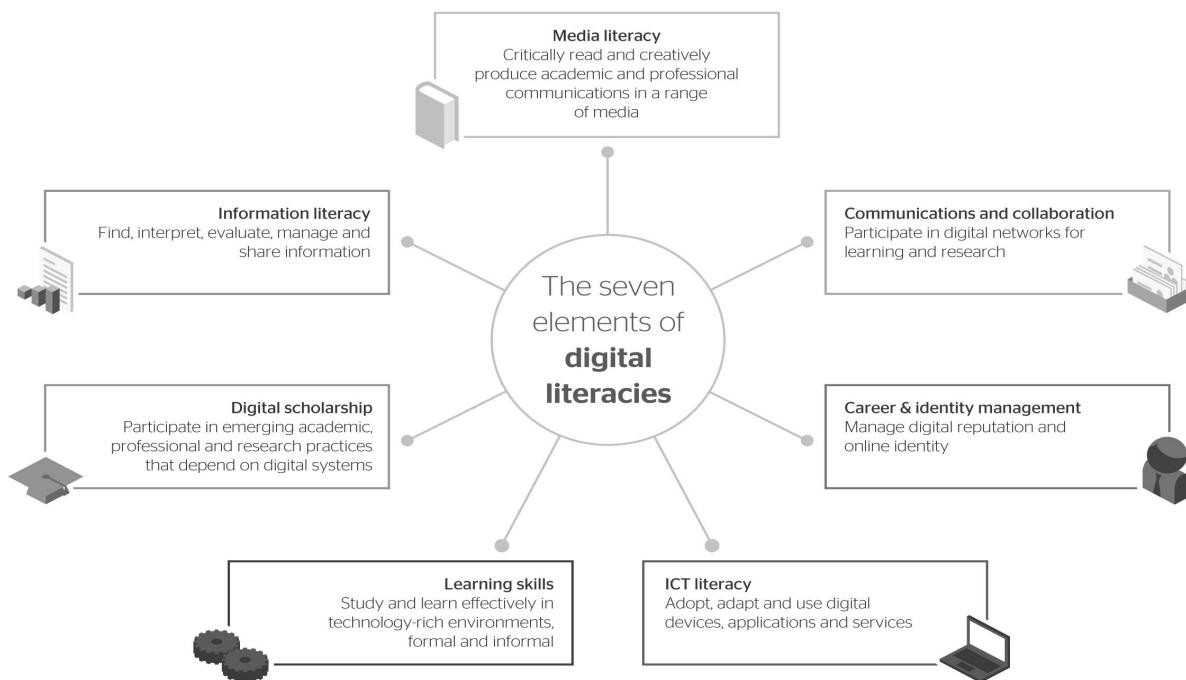
Anti-vaxxers, Sasquatch DNA and Other “Scientific” Findings: Actively Engaging Distance Students in Media Literacy

As a distance university with minimal Instruction Librarians, Athabasca University (AU) Library has more difficulty connecting with students than a place-based university library and must consider ways to actively engage students. AU students come from a variety of backgrounds, some have attended post-secondary institutions and some have not, and many are not using the library. Before starting this workshop, AU Library provided various live, online instruction sessions. Topics included: library orientation, citation management tools, Wikipedia, Google Scholar, keeping organized, etc. These sessions were presented on Adobe Connect using PowerPoint to demonstrate the information. A chat box was provided, and attendees were welcome to discuss or ask questions, but this was strictly attendee led. In regards to promotion, some course instructors encouraged students to attend, but not all students would hear about the sessions. They were promoted on Facebook and various list-servs as well as other electronic student hubs.

The University recently committed to “building full digital literacy in both learners and staff” (Athabasca University, 2018). AU Library chose to apply the Jisc (2014) model of Digital Literacy, which depicts Digital Literacy to include seven elements: Media Literacy, Communication and Collaboration, Career and Identity Management, ICT Literacy, Learning Skills, Digital Scholarship and, Information Literacy (Figure 1).

Figure 1

The Seven Elements of Digital Literacies



To encourage the use of the library, engage students, and follow the university commitment to improving Digital Literacy skills, the library decided to create a Media Literacy skills workshop that would focus on the seven criteria for evaluating internet-based information sources that had already been chosen by the library. These criteria include: Authority, Purpose, Timeliness, Relevance, Accuracy, Coverage and Website Design (See Appendix for the full list of questions pertaining to each criteria).

Design Goals

The workshop aimed to build Media Literacy skills in the AU community and was also made available to public. As Media Literacy is an element of Digital Literacy, this fit well within AU's Digital Literacy Commitment (Athabasca University, 2018; Jisc, 2014). This workshop was meant to teach attendees to evaluate internet resources. The first desired outcome was to introduce students to critical thinking about where the information they look at on the web was coming from and how reliable or biased it was. The second desired outcome was to help students understand why library resources are valuable and increase general use of the library and contact with librarians.

Literature Review

There is significant research on active learning in distance education and in library instruction. A large amount of distance education literature applies the Community of Inquiry (CoI) framework, which is not always relevant in non-required, one-shot library instruction sessions. Without a regular cohort and follow-up sessions, the CoI model can be difficult to implement. In addition, active library instruction often includes classes/cohorts of students who know one another and have developed a community. This review will cover the basics of how this research can be applied to active distance learning in library instruction one-shot sessions.

Distance Ed

In the past few months the move of many institutions to online education due to the coronavirus pandemic has strongly affected online education and will likely bring about significant new scholarship in the field. As an existing online university, Athabasca University Library did not need to make significant changes to its teaching methods. Traditionally, distance education was often used to increase a university's reach: "The mistake of most traditional campus-based institutions was to see the potential of online learning in terms of access and serving more students instead of serving current students better" (Garrison & Vaughan, 2012, p. 7). The focus of distance education must be to create the best possible learning opportunities for students.

A largely argued benefit for distance library instruction is accessibility, the idea that instruction can be made available at any time. Students can watch a recorded session or tune in for a live session makes distance education extremely accessible. Ideally distance education can fit into anyone's schedule, whether a stay-at-home parent or caregiver, a full-time worker, those with certain anxieties, chronic pain, etcetera. Dana Ingalls (2015) describes the benefits of online orientations and how the "greatest of these is the flexibility afforded by placing orientation materials online" (p. 83). This accessibility of education contrasts the original idea that

universities and knowledge was held by an exclusive group. Ellis and Goodyear (2010) argue that: “universities have a responsibility to educate a broad range of people for a rapidly changing world. This is quite different from the 19th and early 20th century idea of a university, as groups of scholars guarding vaults of knowledge only accessible to those deemed worthy” (p. 52). Accessibility of education based on distance and online models allows a greater number to take part in academia.

While this accessibility is certainly a benefit in terms of time, distance education can also be made accessible based on appealing to various learning styles. One advantage presented in the scholarship includes students engaging in various forms of media during a lesson, which appeals to a larger variety of learners. For instance:

The presence of chat going on simultaneously with the presentation does not distract from it; it actually makes the session feel more dynamic by providing a kind of “counterpoint” from the producer that usually is pertinent to the other participants, not just the one who asked the question. (Kontos & Henkel, 2018, p. 6)

Using various forms of media for an instruction session can appeal to the widest variety of learning styles; however, Greer, Crutchfield and Woods (2013) warn against the “redundancy effect” which they describe as “most often encountered when identical information is presented to learners by two or more forms of media (e.g., graphic, text, audio)” (p. 44). Garrison (2011) states that: “The research into media use in educational context has consistently demonstrated no significant differences in learning outcomes when different delivery media were compared” (p. 73). Provided that learners engage with the information being taught, the delivery method may not always matter. However, online instruction offers various forms of engagement to suit individual needs.

Community of Inquiry

Scholarship on online and distance education, whether explicitly stated or not, contains one of the three elements of the Community of Inquiry (CoI) framework. CoI models itself on: “three interdependent elements—social presence, teaching presence, and cognitive presence—to create an enriching and meaningful learning environment” (English et al., 2019, p. 284). Ellis and Goodyear (2010) discuss both social and cognitive presence in their discussion of activities suitable for e-learning:

Two learning activities stand out as being particularly suitable for e-learning, as they are bound up with key affordances provided by the technology: Learning through discussion as e-learning can be particularly effective in linking communities of learners together, and [l]earning through inquiry as e-learning can be used to provide learners with a wealth of resources for research-based activities. (p. 52)

The missing element, teaching presence, “is in part the instructor’s design of an effective learning environment and instructor–student interaction during the course. This includes the design of the educational experience” (English et al., 2019, p. 285). Greer, Crutchfield, and Woods (2013) describe a similar concept as: “well-organized instruction that identified the

course/lesson objectives, builds on the student's background knowledge, and provides necessary scaffolding . . . to support knowledge building, the latter especially important as there may not be a teacher or peer nearby to help" (p. 46). Likewise, scaffolding is: "the process of giving support to learners at the appropriate time and at the appropriate level of sophistication to meet the needs of the individual" (Pritchard, 2009, p. 25). The importance of this structure and leadership is necessary for students to "to become engaged and responsible for approaching learning in a deep manner" (Garrison & Cleveland-Innes, 2005, p. 144). Halpern, Donaghey, Lamon, and Brewer (2002), suggest that the teaching presence supports the cognitive and social presence in that the teacher facilitates the learning through a variety of strategies.

Social presence "emphasizes interaction that encourages a supportive and open online environment for students" (English et al., 2019, p. 285). This could be "providing opportunities for the students to express their individuality and their voice by narrating their 'locating sources' screencasts, encouraging open communication (reciprocal exchanges when communicating with their groups), and group cohesion and commitment by including an activity that builds group consensus" (English et al., 2019, p. 290). This can be more difficult to achieve in a one-shot library session like the workshop on evaluating internet resources which anyone was allowed to attend, but when teaching specific cohorts this is more present. While social presence is important in the CoI framework, it is difficult to measure whether a student is cognitively present in their social presence, Garrison and Cleveland-Innes (2005) describe how: "High levels of interaction may be reflective of group cohesion, but it does not directly create cognitive development or facilitate meaningful learning and understanding" (p. 135). Thus, "[i]t appears that interaction does not necessarily translate into critical discourse and the integration of ideas into meaningful constructs" (Garrison & Cleveland-Innes, 2005, p. 144).

Cognitive presence can then be avoided even with adequate teaching and social presence. Garrison and Cleveland-Innes (2005) point out that students can be socially engaged without being cognitively present: "Meaningful engagement does not simply correspond to sending lots of messages. It may mean that a student is engaged vicariously by following the discussion, reflecting on the discourse, and actively constructing meaning individually" (p. 144). They go on to discuss how this can be difficult to measure because interaction does not directly correlate to understanding (Garrison & Cleveland-Innes, 2005).

One way to promote cognitive presence is to engage learners in active learning. Halpern et al. (2002) suggest that teaching presence and active learning methods can be used to cognitively engage students: "[The] teacher's role . . . [is] to act as an expert learner who can guide students into adopting cognitive strategies such as self testing, articulating understanding, asking probing questions, and reflection . . . to organize information around big ideas that engage students' interest" (p. 1465). Likewise, Finch and Jefferson (2013) describe how: "Implementing active learning tasks within the constructs of the CoI is an effective framework in which to improve higher education, online teaching and learning efforts" (p. 182).

Active Learning

AU Library, therefore, looked to active learning to develop cognitive presence in this one-shot distance library workshop. Finch and Jefferson (2013) describe how "[a]ctive learning involves

real world activities which apply directly to a student's experience" (p. 181). Similarly, Halpern et al. (2002) suggest that "[a]s people solve problems and discover the consequences of their actions--through reflecting on past and immediate experiences—they construct their own understanding" (p. 1463). However, particularly in library instruction, "[e]ngaging the attention of distance learning students can be challenging. Providing them with appropriate levels of library and information instruction online can be daunting." (Rand, 2013, p. 85). When dealing with one shot library instruction sessions, in developing active learning techniques, librarians must consider the needs of the learners. Rand (2013) describes how "[s]tudents approach research activities cloaked with two distinct conditions that impact their success: They lack experience in conducting research and they are frustrated in their attempts to produce work that aligns with the parameters of assignments" (p. 85). With this in mind, creating activities that allow students to make their own conclusions in areas of their research is a good way to engage in social, teaching and cognitive presence in distance library instruction (Halpern et al., 2002, p. 1465).

Learning Goals

With this in mind, Athabasca University Librarians created a Media Literacy workshop in the hopes of developing cognitive presence through active learning. These sessions were held every other month for a six-month period. Using an already established criteria for evaluating internet resources (see the Appendix) this session provided "scaffolding" for evaluating each media source. Librarians went through each criterion using PowerPoint slides and topical media examples and had the students practice lateral reading and determine their own evaluation of the source.

Implementing Finch and Jefferson's (2013) idea of using "real world activities which apply directly to a student's experience" (p. 181) this session allowed students to evaluate sources they may come across. As Halpern et al. (2002) recommends, attendees were encouraged to develop their own opinions and rather than advocating for a "right answer," librarian instructors encouraged the research process.

Activities

To compare Authority and Purpose, attendees compared anti-vaccination advocate Andrew Wakefield, whose article has been repealed by *The Lancet* with Elizabeth Loftus, a Ted Talk scholar discussing memory. Relevance and Coverage were discussed examining Google search results for bipolar disorder in popular culture. Timeliness compared two Romantic Period student study pages, and asked students to compare the credibility of 2 counter-articles arguing whether fish feel pain (one from the Smithsonian and one from the Telegraph). For Accuracy, students were asked to prove or disprove Catherine McKenna's statement that plastic will outweigh fish in the oceans by 2050. Finally, for Website Design students were asked to assess the design of the Sasquatch Genome Project and perform lateral reading to decide how credible the scientific nature of the page was. Each of these activities allowed for social engagement as the students discussed what they had found and shared resources in the chat box.

After going through each of the criteria with examples, the final activity involved attendees selecting a source to evaluate. They were asked to input their responses to each question in their own column of a Google document. This activity gave students the opportunity to problem solve and “construct their own understanding” (Halpern et al., 2002, p. 1463).

Reception

This session was promoted using social media (Twitter, Facebook, and Athabasca University Staff Yammer), posted on the student portal, emailed to the student association, and to the university staff at large. Rather than titling the workshop “Evaluating Internet Resources,” AU Librarians took a poll of library staff and decided on a catchy title: “You can’t get a degree from Google University: Critically evaluating internet sources.” Participants were asked to pre-register, which was not typical for library sessions. A typical library session hosted no more than 20 people, and the first session had over 100 register, and over 40 attendees.

This session was scheduled for 2 hours and by the final activity attendees seemed to lack the energy to complete it, however the checklist was made available for future use. Deltor et al. (2012) found that “people who received more than 30 minutes of active instruction enjoyed the same level of benefit as those who received up to 30 minutes of active instruction” (p. 156).

Conclusion

These sessions met the library’s learning goals and aligned with the university’s commitment to Digital Literacy. The attendees were introduced to critical thinking skills and were provided a checklist to use to evaluate sources on their own in the future. Delivering sessions not focused on academic research and with active learning components that can be attended by students, faculty, and community members, was a useful way for the library to connect with the community who may not attend other library sessions, or have already attended orientation sessions.

Shorter workshops would aid in maintaining focus and allowing space for a longer activity. With all the controversial, confusing and topical news that has come up this year, AU Library will be updating this session to reflect coronavirus, the Black Lives Matter movement along with other major media events and news sources that have made evaluating internet resources such a topical discussion point this year. These sessions also provide an opportunity to partner with local public libraries and other literacy and community centers.

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Appendix

Evaluation Criteria

Authority:

- 1) Does the organization, author or creator possess expertise in the field you are researching?
- 2) Is the organization, author or creator associated with a reputable institution?
- 3) Does the author provide contact information, biographical details, or credentials?
- 4) Who is the publisher of the website?
- 5) With whom or what institution is the website affiliated with, if any? A university? A company? A political group?

Purpose:

- 1) What is the purpose of the information? To entertain? To inform or educate? To sell? To persuade?
- 2) Also, who is the audience for this document or site? Experts? Scholars? The general public?

Relevance:

- 1) Does it contain information that addresses my research question?
- 2) Why is this resource appearing in my search results list?
- 3) Are the keywords I am using in my search generating relevant results? If not, how might I improve my search strategy?

Coverage:

- 1) What is the scope of coverage of the topic? Does this source provide a general overview of it, or is it a narrow look at a very specific aspect of a topic?
- 2) How broad or narrow is the focus of my research, and does this resource accurately reflect this focus?
- 3) Does the author acknowledge what is included and what is missing? Are other points of view considered?

Timeliness:

- 1) When was this page last revised or updated? Does it contain lots of broken links?
- 2) What is the publication date of the information source?
- 3) For your specific topic, is the information dated? Do you need current or historical information, or both?

Accuracy:

- 1) What do other sources have to say about this resource?
- 2) Who are the authors or creators?
- 3) Have the creators or authors of this resource cited their sources? Where are they getting their information from?
- 4) Do this site's authors or creators appear to be biased, or to have an agenda?

Website Design:

- 1) Can you easily find out who created this content? Does this site have an “About” page, or a means of easily contacting the site’s creators or authors?
- 2) Is the site properly maintained, with relatively current information and functional web links?
- 3) What kinds of images accompany the information presented on the site? Are the sources of the images provided?
- 4) What sort of language do the site’s authors or creators use? Is it appropriate for the content and audience?

All Good Things Must Come to an End: When Library Staff Pass Away

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Note: names of the deceased have been changed to protect their privacy and the privacy of their families.

Abstract

Over the years, one library has worked with survivors of patrons who have passed away, sometimes unexpectedly. Within the interval of a few months, the library had to respond to the unexpected deaths of several library employees, one of whom was a circulation desk supervisor. Beginning with established but unwritten policies for deceased patron, the library improvised responses. This session will share our experiences in piecing together our response to the loss of these staff members. Issues we have addressed have included: communicating with family, disposition of personal property at work, processing timecards, and identifying/tracking/handing off work in process at the time of the staff member's passing. The question and answer portion of the presentation will include time for attendees to share experiences and ask questions.

All Good Things Must Come to an End: When Library Staff and Patrons Pass Away

Over the years, the Miami University Libraries has experienced situations in which library patrons have passed away, sometimes unexpectedly. Patrons who have passed away have sometimes had library items in their possession at the time of death. In such instances, the Libraries have used informal, undocumented procedures to determine how, and if they should approach colleagues and/or family members to identify, and – if possible – seek the return of these materials.

Within the interval of three months in 2019, it had to respond to a more difficult challenge: the unexpected deaths of several library employees. One death occurred within 10 days of a diagnosis of serious illness, the other was unexpected. Both employees were well under the age of 70. Beginning with established but unwritten policies for deceased patrons, the library pieced together a response to each of these deaths.

This paper will share our experiences in piecing together our response to the loss of these staff members. Issues we have addressed have included: communicating with family, disposition of personal property at work, processing timecards, and identifying / tracking / handing off work in process at the time of the staff member's passing – and the sometimes unanticipated discovery of hitherto unknown projects and processes.

Literature Review

Research literature contains articles which discuss the impact of employee deaths in the workplace. Hochschild concludes that coping with employee deaths is challenging because the workplace – and particularly workplaces which provide customer service – are perceived as being places where employees and their managers have expectations that emotions will be suppressed (Hochschild, 1983, as cited in Pettica-Harris, 2019).

Peticca-Harris focuses on communication about the death, analyzing the response to the death of a restaurant worker. Her article notes that the initial response to the death varied, with a lower-level manager promptly notifying employees individually, before the next business day, while a higher level manager notified employees by email after that point (Peticca-Harris, 2019). Employees expressed frustration that notification from the higher level manager occurred after the morning shift, on which the deceased employee was scheduled to work, and that the response seemed muted and impersonal (Peticca-Harris, 2019).

Grensing-Pophal writes about the death of a worker within a nursing unit. Like Peticca-Harris, she discusses the way in which information was communicated, stressing the effectiveness of communicating in a timely fashion, and directly with employees. In this instance, information was initially shared in person, then reiterated by email (Grensing-Pophal, 2000). Grensing-Pophal goes on to discuss adjustments to workflow following the death. She notes the need to allow employees time to grieve the loss, and the need for supervisors to be vigilant for declines in performance or accidents as some co-workers of the deceased process their grief (Grensing-Pophal, 2000). Her article also discusses parsing out tasks previously assigned to the deceased employee, noting that some co-workers may view carrying on these tasks as a way of

remembering them, while others may be averse because they find the task to be a reminder of their loss (Grensing-Pophal, 2000).

Topper discusses a death that occurs in a library setting. In this instance, a newly-hired director of a branch library succeeded a director who had recently passed away. During her first year on the job, another library employee passed away (Topper, 2008). Unlike Peticca-Harris and Grensing-Pophal, Topper doesn't discuss communication of the death. Instead, she focuses on preparing for the death (in the event that it is anticipated) and on how to continue operations with minimal disruption. In instances where there is a terminal illness, her article stresses the need for communicating the expected position vacancy with management, keeping up-to-date records of leave time, and on being prepared to advise the employee of Family Medical Leave Act (FMLA) or other disability time. Following an employee death, she also advises arranging for counselors to be available and making employees aware of employee assistance programs should they be needed. In addition, she advocates for memorializing the employee in a way that allows their former co-workers to express grief and productively channel their emotion: possibilities mentioned include a memorial service; memorial plaque; card to the surviving family members of the employee; or bookplate commemorating the employee (Topper, 2008).

Initial Event: Death of Library Employees

The situation at the Miami University Libraries was similar to the one described in Topper's article. In August 2019, "Jacob" (names have been changed to protect the privacy of families), a librarian in special collections, sought medical assistance for mild symptoms, which they believed at the time might be an inflamed gall bladder. They were diagnosed with an advanced-stage cancer, and were admitted to a hospital shortly after that. At that time, the diagnosis was shared only close friends. After several days in the hospital, the employee passed away just prior to their 47th birthday. Only 10 days elapsed between the diagnosis and death. The employee was well known within the Libraries, having worked in seven positions in four different units of the Libraries over a period of more than one decade.

Two months later, in October 2019, "Debbie," a classified staff member who was a circulation desk supervisor in a busy branch library, left the workplace as scheduled. She had worked in the same unit of the Libraries for over 30 years. While completing errands on the way home from work, the employee abruptly experienced a medical emergency and passed away.

Response

Communication with Library Personnel

In both instances, the family members were known to library staff. Jacob's immediate co-workers were aware of his illness. His spouse quickly contacted the library upon his death, and also announced the death on Facebook. Although Debbie's death was unexpected, and she passed away while running errands, authorities were able to identify and locate her sibling. The sibling was able to quickly notify Libraries within hours of the death; quick notification in this case was important, because Debbie normally opened the second largest library and managed it by herself for its first hour of operation each weekday. In both instances, information was shared

personally within the deceased employee's work unit, and other library staff were notified by email from the library administration. Although the Dean of the Libraries was out of town at the time of one of the deaths, he actively monitored communication from his staff and was able to send out the email in a timely fashion. On the Monday after the death, the Coordinator of Access Services, Head of the Access & Borrow Department, Assistant Dean, and Dean each visited the branch library in which Denise worked to offer condolences to the remaining staff members. Obituaries for both Jacob and Debbie were subsequently issued by funeral homes which served their family members.

Not all aspects of communication were as successful as desired, however. Jacob had been an officer on the executive board of the Academic Library Association of Ohio (ALAO), the Ohio's chapter of the Association for College and Research Libraries (ACRL). Given the shock at the time of his death, a few days elapsed before another librarian, who also served on the executive board, realized the need to inform them. They alerted the President of the organization, who subsequently notified the executive board and later organized a message for the membership and a tribute to Jacob at the organization's next conference.

Another oversight was the email listservs used to notify library staff. The Libraries have multiple listservs, each with distinctive audiences: one goes to all staff at the main campus; another goes to all staff regardless of campus; another goes to librarians, but not classified or administrative staff. Email notification for Jacob's death went to the listserv for staff at the main campus only. Unfortunately, one of Jacob's previous positions had been at a library on another campus. Two librarians were executive board members of ALAO, so they received the notification from that organization several days after Jacob's death and were able to share with other librarians and staff at that branch.

Communication and Interaction with Family

Departments in the Miami University Libraries have a strong tradition of purchasing and distributing cards to commemorate life events such as moving to a new position. Following both deaths, cards were distributed by the department so that librarians and classified / administrative staff could offer condolences to the family.

During Jacob's funeral, the Special Collections Library in which he had most recently worked was allowed to attend his funeral; many other library staff were also able to attend. For Debbie's funeral, closing the second largest library on campus was not an option; instead, supervisors from other libraries volunteered to operate the library in which she had worked so that her immediate co-workers were able to attend.

Jacob's and Debbie's families both retrieved belongings over time. Having to remove belongings was initially a distressing process, but eventually did bring some sense of closure. Once all personal belongings were removed, the families notified library staff that their loved one's work space, and any belongings left there, were free for the Libraries to use.

Initial Response: Filling the Void

Jacob's duties at the time of his death focused on Preservation. He had recently completed an MLIS degree and moved into that position. Because he was fairly new to the position, in many cases, it was possible to re-distributed tasks to the people who had covered them prior to his hiring, when that position had been vacant.

Debbie's situation was more challenging because she normally opened and managed a branch library during the early morning hours. Compounding the challenges with communication her immediate supervisor worked a second shift schedule (4:00 p.m. – midnight) and her next-supervisor worked a first shift schedule (10:00 a.m. – 7:00 p.m.); the Access Services Coordinator, Dean, and the Dean's administrative services coordinator were all out of town. Although working asynchronously by phone and email was sometimes challenging, library staff were able to rapidly adjust schedules to maintain normal operating hours for the remainder of the week in which Debbie passed away.

When the Coordinator of Access Services returned to campus on the Monday following Debbie's death, they began to work half-days in the branch library in which Debbie had worked, and to supervise the circulation desk there for 6-8 hours per week. The remainder of hours in which Debbie had supervised the circulation desk were assumed voluntarily by a long time co-worker of hers.

Payroll Processing

Systems to account for time worked and leave time offer very intricate levels of detail for explaining time not worked. After Debbie's death, library staff realized that they were aware of more frequently used codes for explaining time not worked, but were unfamiliar with how to indicate the death of an employee. Library staff called the Dean's office to ask the person who managed the Libraries' payroll how to handle this situation. This was one area where a miscommunication occurred. The staff member who processes the Libraries' payroll had been away from work on the first day after Debbie's death, and a voicemail was not left. When the person who managed the Libraries payroll returned on the following Monday, she immediately began to process the payroll before having read her email, as was her routine. She was puzzled by why Debbie had not clocked in on the previous Friday and approved her timecard. She then called the library in which Debbie had worked to seek an explanation. She quickly received word of what had happened. Once all involved parties were aware of the situation, a call to the University's human resources office provided the information needed to complete this task.

Long Term Adjustments (a.k.a. Surprises)

The Access & Borrow department in which Debbie worked had embarked on a campaign to document tasks performed by staff about one year prior to her death; documentation for many tasks was written and made accessible by wiki. Following Debbie's death, staff discovered that she had been performing tasks of which they were previously unaware for reference / collection management librarians based in her library. Access & Borrow staff had not been performing these tasks for their counterparts in other libraries. The way in which Debbie performed those

tasks would not have been sustainable if applied to all libraries in the system. Staff in the Access & Borrow department worked with the librarians to develop a system that provided librarians with a similar level of service, but with less investment of staff time.

Conclusion / Lessons Learned

Training for supervisory staff often focuses on onboarding staff: hiring, training, and conducting preliminary evaluations; it also may include how to handle staff departures for other positions. What many supervisory staff do not receive is training for a situation in which an employee passes away. Working through such an event requires supervisors and managers to quickly work to maintain library operations; console grieving staff and family; and transfer the former employee's personal belongings and personnel records. Much of what personnel in the Miami University Libraries did in the wake of the deaths of two staff members was successful, including:

- Communication between members of the supervisory chain during a time even though they worked different shifts in multiple buildings, and in some cases were off campus.
- Establishing familiarity with family members of those deceased, which facilitated communication and reduced awkwardness.
- Enabling former co-workers to express their sense of loss by distributing sympathy cards to be signed and sent to the family of the deceased employee, and by adjusting schedules to ensure that employees who worked most closely with the deceased could attend a memorial service.

In addition, the Libraries also learned some lessons that could improve future responses to this situation:

- Integrate into each supervisor's initial training and orientation the procedures for indicating the death of an employee in payroll systems and any other ways needed for human resources units in your institution
- When announcing a death, select a listserv that will reach all those in the library system with whom the employee had worked. This should include multiple branches and multiple types of employees (e.g., librarians, staff, graduate assistants and student employees).
- Be aware of offices and committee appointments held in professional organizations, so that they can be notified.
- Verify that persons in the supervisory chain and those with responsibility in payroll processing have received any email / phone / oral communication regarding the employee's death.
- Have all employees regularly review documentation of workflow within their unit, noting inaccuracies, changes, or tasks not included in the existing version of the documentation.

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If "They" Build it, "They" Will Come

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Abstract

Academic libraries have a history of collaboration with campus partners. Some of these partnerships are successful, while others prove challenging. Four years ago, Pius XII Memorial Library and the Saint Louis University Student Government Association (SGA) deepened an already close and successful partnership with a \$1.5 million pledge from SGA to help fund the construction of the Academic Technology Commons (ATC) in Pius Library. At the time of the pledge, the ATC project was looking for funding from outside donors. Development efforts, though many, were unsuccessful in securing funding. Once the SGA pledged funds, the President of the University decided to move forward with the project by supplementing the SGA money with the internal funding to build the project. With the funding secured, the ATC opened to great acclaim within seven months of the SGA pledge. Since the opening of the ATC, the SGA has approached the library with additional requests along with the funding for these requests. This includes equipment and technology purchases to be included in the library catalog as well as funding for two existing study room renovations and construction of a new virtual reality room. Students view the library as one of their favorite centers on campus and have asked for dedicated space for student sponsored events and fundraisers. The library complied, although it was initially difficult to see so much food in the library. In the fall of 2019, the SGA Student Wellness Committee approached the library about funding a wellness space. The library was the only building considered for this project by the committee. The wellness space is currently in the design process and being funded by the SGA. Another SGA committee, SGA Committee on Technology, is currently in the process of building four new study rooms on the second floor of the library. Libraries are frequently asked to be good stewards and make thoughtful decisions with money for collections, policies, access, and physical space. Library agency is critical in these important decisions. Sharing this agency with others can be hard. When Pius Library offered true input to SGA, the results were positive, impactful, and transformational for the students and the library.

Save the Earth - Earth Day Game Drive: Small Steps, Big Impact

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Abstract

This session details the creation of a loanable board game collection at a university library to help students with their mental health. One goal for the creation of a library board game collection was to show that libraries can be a fun place to hang out. To create this board game collection, we held a board game drive during Earth Week as a way for others to recycle their unwanted games rather than having them end up in the landfill. The more games donated would significantly reduce the cost of creating this collection. The library advertised their board game drive criteria ahead of time to solicit donations. This presentation will discuss the library's involvement with Earth Day, how we showcased our library services, the board game criteria for donations, the results of a brief student survey regarding a library game collection, its location, game recommendations, and further development of this collection. Game collections can provide stress-relieving activities. Students are encouraged to play games within the library and check them out. Library game collections help students save money and space by not having to buy and store games. As well, library game collections give students an alternative for healthy leisure activities instead of going to a bar to socialize. Implementing a board game collection may lead to weekly game nights in the library and offer a safe and friendly place for gaming clubs to hang out.